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IDENTIFIERS Vocational Education Amendments of 1968

## ABSTRACT

It is hoped the document will provide educators quick access to instructional and research materials in vocational and technical education. The document is divided into three major sections: Instructional Materials, Research Materials, and Projects in Progress. The first two sections are subdivided according to the categories: Abstracts, Subject Index, and Author Index. The subject index terms correspond to the descriptors in the THESAURUS OF ERIC DESCRIPTORS and, together with the author index, provide access to the abstract subsection. The Projects in Progress section, divided into Curriculum and Research subsections, announces in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968, Parts C, D, and I. The curriculum subsection includes a Curriculum Management Centers Directory; the research subsection provides a State Vocational Education Research Offices Directory. VT numbers run from VT 101 001 to VT 101 200. (Author/NH)

ED 098442

ABSTRACTS  
OF  
INSTRUCTIONAL AND RESEARCH MATERIALS  
IN  
VOCATIONAL AND TECHNICAL EDUCATION

VT 101 001 - 101 200

AIM/ARM

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EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION  
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VOLUME 7, NUMBER 6

1974

THE CENTER FOR VOCATIONAL EDUCATION  
THE OHIO STATE UNIVERSITY  
196C KENNY ROAD, COLUMBUS, OHIO 43210

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## PREFACE

Finding and using relevant information frequently is a major task for researchers, curriculum specialists, teachers, administrators, and students. The Center for Vocational Education is dedicated to making useful and vital information accessible so that educators may use it to improve school practice.

The Center assembles, under one cover, information about instructional and research materials relevant to the field of vocational-technical education.

Through abstracts designed to present useful information about materials, the Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) publication provides educators quick access to in-use or under-development instructional and research materials.

We are indebted to our colleagues within the profession for providing us instructional and research materials as they become available. We also appreciate the contributions of instructional materials laboratories, local school systems and professional associations such as the Vocational Instructional Materials (VIM) section of the American Vocational Association. Members of the profession are encouraged to forward to AIM/ARM at The Center instructional and research materials for possible inclusion in future issues of AIM/ARM.

We hope that this publication will prove valuable to you in your particular educational endeavors.

Robert E. Taylor  
Director  
The Center for Vocational  
Education

## MISSION OF THE CENTER

BEST COPY AVAILABLE

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by

- . Generating knowledge through research
- . Developing educational programs and products
- . Evaluating individual program needs and outcomes
- . Installing educational programs and products
- . Operating information systems and services
- . Conducting leadership development and training programs

*This publication was prepared pursuant to a grant with the Bureau of Occupational and Adult Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Bureau of Occupational and Adult Education position or policy.*

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## N O T I C E

WE ENCOURAGE THE FORWARDING OF TWO COPIES OF MATERIALS RELATING TO VOCATIONAL AND TECHNICAL EDUCATION FOR POSSIBLE INCLUSION IN THE AIM/ARM SYSTEM TO:

AIM/ARM  
THE CENTER FOR VOCATIONAL EDUCATION  
1960 KENNY ROAD  
COLUMBUS, OHIO 43210

# SAMPLE ABSTPACT

Accession number  
sequentially assigned  
to documents as they  
are processed.

Author(s). VT 100 000  
RICHARDS, F.L.

MF means microfiche.  
Documents not in  
VT-ERIC MICROFICHE  
SETS are available  
from alternate  
sources cited. OUTLINES OF COURSES IN ORNAMENTAL HORTICULTURE. Title.  
PENNYSYLVANIA STATE UNIV., UNIVERSITY PARK.  
DEPT. OF AGRICULTURAL EDUCATION.  
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
DIV. OF ADULT, AND VOCATIONAL RESEARCH. Organization where  
document originated.

Report number and/or  
bureau number. MF AVAILABLE IN VT-ERIC SET. Agency responsible  
for initiating, fund-  
ing, and managing  
the project producing  
the document.  
OEC-0-85-12345 (7291)  
TEACHER-EDUC-SER-V12-N1

Date published and  
number of pages. DEPARTMENT OF AGRICULTURAL EDUCATION, PENN-  
SYLVANIA STATE UNIVERSITY, UNIVERSITY PARK,  
PENNSYLVANIA 16802 (\$1.00). Contract (OEC) or  
grant (OEG) number.

Descriptors--subject  
terms characterizing  
substantive contents.  
Major terms preceded  
by asterisk. PUB DATE - 71 56P. Alternate source for  
obtaining documents.  
DESCRIPTORS - \*AGRICULTURAL EDUCATION;  
\*CURRICULUM GUIDES; \*ORNAMENTAL HORTICULTURE;  
HIGH SCHOOLS; \*POST SECONDARY EDUCATION;  
LANDSCAPING; NURSERIES (HORTICULTURE); TURF  
MANAGEMENT; \*TECHNICAL EDUCATION  
IDENTIFIERS - \*PENNSYLVANIA

Identifiers--terms  
not found in the  
Thesaurus of ERIC  
Descriptors. ABSTRACT - INTENDED TO SUGGEST SUBJECT MATTER  
CONTENT OF COURSES OR PROGRAMS IN ORNAMENTAL  
HORTICULTURE FOR HIGH SCHOOL AND POSTSECONDARY  
VOCATIONAL-TECHNICAL PROGRAMS, THIS CURRICULUM  
GUIDE WAS PREPARED BY STAFF MEMBERS OF THE  
AGRICULTURAL EDUCATION DEPARTMENT AT THE  
PENNSYLVANIA STATE UNIVERSITY, AND TESTED IN A  
WORKSHOP WITH VOCATIONAL AGRICULTURE TEACHERS.  
CONTENTS ARE: (1) OUTLINES OF COURSES IN  
ORNAMENTAL HORTICULTURE, (2) ORNAMENTAL  
HORTICULTURE PROGRAMS FOR GRADES 10, 11, AND  
12, (3) NURSERY PRODUCTION . . . THE CONTENT  
IS PRESENTED IN OUTLINE FORM UNDER EACH TOPIC,  
AND IS APPLICABLE TO THE UNITED STATES AND  
LOWER CANADA. (GB) Abstractor's initials.

Informative  
condensation of  
document content.

## HOW TO USE AIM/ARM

This volume of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) has three major sections: Instructional Materials, Research Materials, and Projects in Progress.

The Instructional and Research Materials sections each have three subsections: Abstracts, Subject Index, and Author Index. The abstracts present information about documents' authors, titles, availability, and content to help you decide if you want to read the full text of a document. A sample abstract on the opposite page identifies the various pieces of information presented in an abstract.

The Subject and Author Indexes help you locate, by subject descriptors conforming to those listed in the Thesaurus of ERIC Descriptors and by author/institutions names, abstracts of documents relevant to your information needs.

The Projects in Progress Section, divided into Curriculum and Research subsections, announces through title by state indexes and abstracts, in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968 (Public Law 90-576), Parts C, D, and I. The Curriculum subsection of Projects in Progress also includes a Curriculum Management Centers Directory while the Research subsection provides a State Vocational Education Research Offices Directory. This section helps you keep aware of ongoing activities in vocational and technical education curriculum development and research.

Full texts of most of the documents announced in AIM/ARM are available in the AIM/ARM, VT-ERIC Microfiche Sets (see page 1137). Those documents not listed as being available "MF AVAILABLE IN VT-ERIC SET" are usually obtained from the listed author/publisher.

I N S T R U C T I O N A L  
M A T E R I A L S  
S E C T I O N  
( A I M )

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## INSTRUCTIONAL MATERIALS ABSTRACTS

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VT 101 001  
CAREERS.

**BEST COPY AVAILABLE**

ADMIRAL PEARY AREA VOCATIONAL-  
TECHNICAL SCHOOL, EBENSBURG, PA.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 21P.

DESCRIPTORS - \*EDUCATIONAL  
PROGRAMS; \*CAREER EDUCATION;  
\*CAREERS; VOCATIONAL EDUCATION;  
VOCATIONAL DEVELOPMENT; AREA  
VOCATIONAL SCHOOLS; PROGRAM  
DESCRIPTIONS; \*PROGRAM CONTENT

ABSTRACT - THIS DOCUMENT PROVIDES  
AN OVERVIEW OF THE CAREER  
EDUCATION PROGRAM AT THE ADMIRAL  
PEARY AREA VOCATIONAL AND  
TECHNICAL SCHOOL. INCLUDED ARE A  
LISTING OF THE COURSE OFFERINGS,  
OBJECTIVES, AND SELECTION AND  
ADMISSION PROCEDURES. AMONG THE  
CAREER AREAS WHICH MAY BE PURSUED  
ARE: (1) THE AGRICULTURAL CAREERS,  
(2) THE AUTOMOTIVE CAREERS, (3)  
THE SERVICE CAREERS, (4) THE  
BUILDING CONSTRUCTION CAREERS, (5)  
THE METAL AND MATERIAL CAREERS,  
AND (6) CAREERS IN THE  
TECHNOLOGIES. (SN)

VT 101 002  
HOME ECONOMICS CURRICULUM GUIDE  
FOR MIDDLE SCHOOL. GRADES 6-8.

HOWARD COUNTY BOARD OF EDUCATION,  
CLARKSVILLE, MD.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 72 300P.

DESCRIPTORS - \*CURRICULUM GUIDES;  
\*TEACHING GUIDES; \*HOME ECONOMICS;  
\*FAMILY LIFE EDUCATION; \*SELF  
CONCEPT; HOMEMAKING EDUCATION;  
MIDDLE SCHOOLS  
IDENTIFIERS - \*HOWARD COUNTY  
PUBLIC SCHOOLS

ABSTRACT - THE STRENGTHENING OF  
FAMILY LIFE THROUGH AN  
UNDERSTANDING OF SELF IS THE PRIME  
OBJECTIVE OF THIS CURRICULUM GUIDE  
IN HOME ECONOMICS FOR THE MIDDLE  
SCHOOLS OF HOWARD COUNTY,  
MARYLAND. THE FOLLOWING FOUR MAJOR  
AREAS CONTAIN THE SUBJECT MATTER:  
(1) HUMAN DEVELOPMENT, (2) FOODS  
AND NUTRITION, (3) TEXTILES AND  
CLOTHING, AND (4) HOUSING. A  
TEACHER'S GUIDE IN A 4-COLUMN  
FORMAT PRESENTS THE CONCEPTS TO BE  
TAUGHT, BEHAVIORAL OBJECTIVES  
SOUGHT, SUGGESTED ACTIVITIES, AND  
RESOURCES. AMONG THE RESOURCES,  
OVER 40 TEACHER-DEVELOPED  
MATERIALS ARE INCLUDED. THE GUIDE  
IS ASSEMBLED IN A LOOSE LEAF  
BINDER FOR EASY CHOICE OF MATERIAL  
IN USING THE SUGGESTIONS IT  
CONTAINS. (MU)

VT 101 003  
TROUTMAN, CAROL M.  
INTRODUCTION TO OFFICE

OCCUPATIONS.

CAMDEN COUNTY VOCATIONAL AND  
TECHNICAL SCHOOLS, SICKLERVILLE,  
N.J.

NEW JERSEY STATE DEPT. OF  
EDUCATION, TRENTON. DIV. OF  
VOCATIONAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
NEW JERSEY VOCATIONAL-TECHNICAL  
CURRICULUM LAB., BLDG. 4103-KILMER  
CAMPUS, RUTGERS UNIV., NEW  
BRUNSWICK, N.J. 08903 (\$1.00)  
PUB DATE - AUG74 31P.

DESCRIPTORS - \*WORKBOOKS; \*OFFICE  
OCCUPATIONS; \*OFFICE OCCUPATIONS  
EDUCATION; \*SPECIAL EDUCATION;  
INDIVIDUALIZED INSTRUCTION; ENTRY  
WORKERS

ABSTRACT - THIS WORKBOOK FOR  
STUDENTS IN SPECIAL EDUCATION  
CLASSES PROVIDES A STEP-BY-STEP  
INTRODUCTION TO THE TYPES OF  
OFFICE JOBS REQUIRING MINIMUM  
TRAINING. NINE CLERICAL FUNCTIONS  
ARE PRESENTED IN SIMPLE LANGUAGE  
AND WORKBOOK ACTIVITIES ARE  
PROVIDED FOR INDIVIDUAL  
INSTRUCTION. NUMEROUS LINE  
DRAWINGS ILLUSTRATE THE MATERIAL  
AND TWO SHORT QUIZZES ARE  
INCLUDED. (MU)

VT 101 004  
SHIPP, ROBERT E.  
DEVELOPING JOB SHEETS AND RELATED  
AIDS FOR INDIVIDUALIZED  
INSTRUCTION IN THE MACHINE SHOP.

SMYRNA HIGH SCHOOL, TENN.  
TENNESSEE OCCUPATIONAL RESEARCH  
AND DEVELOPMENT COORDINATING UNIT,  
KNOXVILLE.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 415P.

DESCRIPTORS - \*SCHOOL SHOPS; HIGH  
SCHOOL STUDENTS; WORKSHEETS;  
\*MACHINE TOOLS; HAND TOOLS;  
INSTRUMENTATION; \*MECHANICAL  
SKILLS; SHOP CURRICULUM;  
\*INSTRUCTIONAL MATERIALS;  
INDIVIDUALIZED INSTRUCTION; \*TRADE  
AND INDUSTRIAL EDUCATION

ABSTRACT - THE DOCUMENT CONSISTS  
OF JOB, ASSIGNMENT, OPERATION, AND  
INFORMATION SHEETS FOR  
INDIVIDUALIZED INSTRUCTION IN  
VOCATIONAL MACHINE SHOP AT SMYRNA  
HIGH SCHOOL UNDER A MINI-GRANT  
RESEARCH PROJECT OF THE TENNESSEE  
RESEARCH COORDINATING UNIT. ALL  
RELATED AID SHEETS ARE KEYED TO  
THE JOB SHEETS. NUMEROUS DRAWINGS  
OF HAND AND POWER TOOLS AND  
MACHINES, SPECIFICATIONS, AND  
PROCEDURES ACCOMPANY THE SHEETS.  
(MF)

VT 101 005  
EVALUATION OF VOCATIONAL/TECHNICAL  
EDUCATION. INSTRUMENTS AND

PROCEDURES.

AMERICAN VOCATIONAL ASSOCIATION,  
WASHINGTON, D.C. NATIONAL STUDY  
FOR ACCREDITATION OF  
VOCATIONAL/TECHNICAL EDUCATION.  
BUREAU OF OCCUPATIONAL AND ADULT  
EDUCATION (DHEW/OE), WASHINGTON,  
D.C.

MF AVAILABLE IN VT-ERIC SET.  
OFG-0-9-180489-4672(085)  
PUB DATE - 30MAR73 132P.

DESCRIPTORS - GUIDELINES; \*PROGRAM  
EVALUATION; \*ACCREDITATION  
(INSTITUTIONS); \*VOCATIONAL  
SCHOOLS; \*MEASUREMENT INSTRUMENTS;  
\*EVALUATION CRITERIA; SELF  
EVALUATION; EDUCATIONAL  
ACCOUNTABILITY; EDUCATIONAL  
OBJECTIVES

ABSTRACT - ACCREDITATION IN THE  
PAST HAS BEEN A FUNCTION LARGELY  
CONCERNED WITH THE ARTICULATION OF  
EDUCATION TO FACILITATE THE  
TRANSFER OF STUDENTS FROM ONE  
LEVEL OF EDUCATION TO ANOTHER AND  
BETWEEN INSTITUTIONS WITH SOME  
CONFIDENCE IN THE PRIOR  
PREPARATION RECEIVED. AS NO  
COMPARABLE FORCE HAS EXISTED FOR  
HOLDING EDUCATION ACCOUNTABLE FOR  
PREPARING STUDENTS FOR EMPLOYMENT,  
THIS STUDY WAS PREPARED TO DEVELOP  
EVALUATIVE CRITERIA AND GUIDELINES  
FOR STANDARDS AND PROCEDURES TO BE  
APPLIED TO VOCATIONAL/TECHNICAL  
EDUCATION AT ALL LEVELS REGARDLESS  
OF SETTING. MAJOR STEPS IN THE  
EVALUATIVE PROCESS ARE: (1) AN IN-  
DEPTH SELF-EVALUATION STUDY, (2)  
AN ON-SITE VERIFICATION OR AUDIT  
BY A QUALIFIED OUTSIDE TEAM, AND  
(3) A REVIEW BY AN INDEPENDENT  
THIRD GROUP. THIS APPROACH IS  
DESIGNED TO MEET THE NEEDS OF  
ACCREDITING AGENCIES TO EMPHASIZE  
THE IMPORTANCE OF DOCUMENTATION IN  
EVALUATION. THE INSTRUMENTS AND  
PROCEDURES ARE PRESENTED IN  
DETAIL. A GLOSSARY AND AN INDEX  
ARE PROVIDED. (MF)

VT 101 006

PROJECT GROW (GREEN RIVER  
OPPORTUNITIES FOR WORK). HISTORY  
REPORT. FINAL REPORT. GUIDE FOR  
THE LEARNING CONCEPTS IN CAREER  
DEVELOPMENT KIT. LEARNING CONCEPTS  
IN CAREER DEVELOPMENT KIT.

PROJECT GROW, OWENSBORO, KY.  
KENTUCKY STATE DEPT. OF EDUCATION,  
FRANKFORT. BUREAU OF VOCATIONAL  
EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUN74 350P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*INTEGRATED CURRICULUM;  
\*DEVELOPMENTAL PROGRAMS; \*PROGRAM  
DESCRIPTIONS; \*STATEWIDE PLANNING;  
LEARNING ACTIVITIES; TEACHING  
GUIDES

IDENTIFIERS - \*KENTUCKY; PROJECT  
GROW

ABSTRACT - DESCRIBING PROJECT  
GREEN RIVER OPPORTUNITIES FOR WORK  
(PROJECT GROW). THIS FINAL REPORT  
GIVES THE HISTORY OF THE REGION 3  
KENTUCKY PROGRAM FROM 1969 TO JUNE  
1974 INTRODUCING CAREER EDUCATION  
CONCEPTS INTO THE SCHOOLS OF  
KENTUCKY. INTEGRATED CURRICULUMS,  
HANDS-ON ACTIVITIES, COMMUNITY  
SITE VISITS, CLASSROOM RESOURCE  
PERSONS, CAREER FAIRS, AND MANY  
OTHER CAREER-ORIENTED PROGRAMS  
WERE SOME OF THE ACTIVITIES OF THE  
PROGRAM. INSERVICE TRAINING, A  
REGIONAL RESOURCE CENTER, AND A  
REGIONAL-CONSTRUCTED, ARTICULATED  
MATRIX OF CAREER CONCEPTS WERE  
USED TO MEET THE OBJECTIVES OF A  
MODEL FOR THE STATE. IN THIS  
DOCUMENT, THE PRODUCTS OF THE  
PROGRAM ARE INCLUDED SEPARATELY  
AND UNBOUND. THEY CONTAIN AN  
EXTENSIVE SERIES OF TEACHING  
MATERIALS, ORGANIZED INTO PRIMARY,  
INTERMEDIATE, MIDDLE SCHOOL, AND  
SECONDARY AND POSTSECONDARY  
LEVELS, ALONG WITH A TEACHING  
GUIDE FOR THEIR USE. (MU)

VT 101 007

COMPREHENSIVE CAREER EDUCATION  
DEVELOPMENT PROJECT. MUSKEGON  
PUBLIC SCHOOLS. CURRICULUM BASED  
UNIT PLANS. 7-9.

MUSKEGON PUBLIC SCHOOLS, MICH.  
BUREAU OF ADULT, VOCATIONAL, AND  
TECHNICAL EDUCATION (DHEW/OE),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OFG-0-72-5169  
PUB DATE - NO 275P.

DESCRIPTORS - \*UNIT PLAN;  
\*ACTIVITY UNITS; \*OCCUPATIONAL  
CLUSTERS; \*CAREER EDUCATION;  
CURRICULUM DEVELOPMENT; INTEGRATED  
CURRICULUM; JUNIOR HIGH SCHOOLS;  
\*DEVELOPMENTAL PROGRAMS  
IDENTIFIERS - \*MUSKEGON PUBLIC  
SCHOOLS; MICHIGAN

ABSTRACT - THE CURRICULUM-BASED  
UNIT PLANS FOR GRADES 7, 8, AND 9  
IN THE MUSKEGON PUBLIC SCHOOLS'  
COMPREHENSIVE CAREER EDUCATION  
DEVELOPMENT PROJECT ARE PRESENTED  
IN THIS BOOKLET. RELATED DOCUMENTS  
ARE AVAILABLE AS VT 101 090, VT  
101 008, AND VT 101 009. (MF)

VT 101 008

COMPREHENSIVE CAREER EDUCATION  
DEVELOPMENT PROJECT. MUSKEGON  
PUBLIC SCHOOLS. CURRICULUM BASED  
UNIT PLANS. K-6.

MUSKEGON PUBLIC SCHOOLS, MICH.  
BUREAU OF ADULT, VOCATIONAL, AND  
TECHNICAL EDUCATION (DHEW/OE),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.

DEG-0-72-5169

PUB DATE - NO 275P.

DESCRIPTORS - \*UNIT PLAN;  
 \*ACTIVITY UNITS; \*OCCUPATIONAL  
 CLUSTERS; \*CAREER EDUCATION;  
 CURRICULUM DEVELOPMENT; INTEGRATED  
 CURRICULUM; ELEMENTARY SCHOOL  
 CURRICULUM; \*DEVELOPMENTAL  
 PROGRAMS  
 IDENTIFIERS - \*MUSKEGON PUBLIC  
 SCHOOLS; MICHIGAN

ABSTRACT - THE CURRICULUM-BASED  
 UNIT PLANS FOR GRADES 1 THROUGH 6  
 IN THE MUSKEGON PUBLIC SCHOOLS'  
 COMPREHENSIVE CAREER EDUCATION  
 DEVELOPMENT PROJECT ARE PRESENTED  
 IN THIS BOOKLET. RELATED DOCUMENTS  
 ARE AVAILABLE AS VT 101 090, VT  
 101 007, AND VT 101 009. (MF)

VT 101 009  
 COMPREHENSIVE CAREER EDUCATION  
 DEVELOPMENT PROJECT. MUSKEGON  
 PUBLIC SCHOOLS. CURRICULUM BASED  
 UNIT PLANS. 10-12.

MUSKEGON PUBLIC SCHOOLS, MICH.  
 BUREAU OF ADULT, VOCATIONAL, AND  
 TECHNICAL EDUCATION (DHEW/OE),  
 WASHINGTON, D.C.  
 MF AVAILABLE IN VT-ERIC SET.  
 DEG-0-72-5169  
 PUB DATE - NO 275P.

DESCRIPTORS - \*UNIT PLAN;  
 \*ACTIVITY UNITS; \*OCCUPATIONAL  
 CLUSTERS; \*CAREER EDUCATION;  
 CURRICULUM DEVELOPMENT; INTEGRATED  
 CURRICULUM; HIGH SCHOOL  
 CURRICULUM; \*DEVELOPMENTAL  
 PROGRAMS  
 IDENTIFIERS - \*MUSKEGON PUBLIC  
 SCHOOLS; MICHIGAN

ABSTRACT - THE CURRICULUM-BASED  
 UNIT PLANS FOR GRADES 10, 11, AND  
 12 IN THE MUSKEGON PUBLIC SCHOOLS'  
 COMPREHENSIVE CAREER EDUCATION  
 DEVELOPMENT PROJECT ARE PRESENTED  
 IN THIS BOOKLET. RELATED DOCUMENTS  
 ARE AVAILABLE AS VT 101 090, VT  
 101 007, AND VT 101 008. (MF)

VT 101 010  
 HOUSMAN, JOHN L., AND OTHERS  
 INDIVIDUALIZED STUDY GUIDE ON  
 APICULTURE. INSTRUCTOR'S GUIDE.

VIRGINIA POLYTECHNIC INST. AND  
 STATE UNIV., BLACKSBURG. DIV. OF  
 VOCATIONAL-TECHNICAL EDUCATION.  
 VIRGINIA STATE DEPT. OF EDUCATION,  
 RICHMOND. DIV. OF VOCATIONAL  
 EDUCATION.  
 MF AVAILABLE IN VT-ERIC SET.  
 PUB-AP-16; AGDEX-616  
 PUB DATE - FEB74 19P.

DESCRIPTORS - \*TEACHING GUIDES;  
 LESSON PLANS; INDIVIDUALIZED  
 INSTRUCTION; INSTRUCTIONAL AIDS;  
 AGRICULTURAL EDUCATION  
 IDENTIFIERS - \*APICULTURE

ABSTRACT - THE INDIVIDUALIZED  
 STUDY GUIDE ON APICULTURE WAS  
 PREPARED FOR STUDENTS AT ALL GRADE  
 LEVELS OF A VOCATIONAL EDUCATION  
 PROGRAM IN AGRICULTURE EDUCATION.  
 THE MATERIAL IS PRESENTED TO  
 DEVELOP AN UNDERSTANDING OF HONEY  
 BEES AND APIARY OPERATIONS. BY  
 PERFORMING LEARNING ACTIVITIES AND  
 COMPLETING PROJECTS, THE STUDENT  
 APPLIES THE KNOWLEDGE HE HAS  
 LEARNED. THE STUDY GUIDE MAY BE  
 USED FOR GROUP STUDY, PRACTICAL  
 APPLICATION, OR INDIVIDUALIZED  
 INSTRUCTION. ALTHOUGH THE TEACHER  
 IS RESPONSIBLE FOR DIRECTING THE  
 LEARNING PROGRAM, THE STUDENT  
 SHOULD BE THE SELF-MOTIVATOR.  
 CONTENTS OF THE TEACHER'S GUIDE  
 INCLUDE LESSON PLANS, EQUIPMENT  
 AND SUPPLIES, REFERENCES,  
 AUDIOVISUAL MATERIALS, AND  
 SUGGESTIONS FOR TEACHER  
 PREPARATION. (MF)

VT 101 011  
 HOUSMAN, JOHN L., AND OTHERS  
 INDIVIDUALIZED STUDY GUIDE ON  
 APICULTURE. STUDENT GUIDE.

VIRGINIA POLYTECHNIC INST. AND  
 STATE UNIV., BLACKSBURG. DIV. OF  
 VOCATIONAL-TECHNICAL EDUCATION.  
 VIRGINIA STATE DEPT. OF EDUCATION,  
 RICHMOND. DIV. OF VOCATIONAL  
 EDUCATION.  
 MF AVAILABLE IN VT-ERIC SET.  
 PUB-AP-15; AGDEX-616  
 PUB DATE - FEB74 180P.

DESCRIPTORS - \*STUDY GUIDES;  
 COURSE CONTENT; INDIVIDUALIZED  
 INSTRUCTION; WORKSHEETS;  
 AGRICULTURAL EDUCATION  
 IDENTIFIERS - \*APICULTURE

ABSTRACT - THE INDIVIDUALIZED  
 STUDY GUIDE ON APICULTURE WAS  
 PREPARED FOR STUDENTS AT ALL GRADE  
 LEVELS OF A VOCATIONAL EDUCATION  
 PROGRAM IN AGRICULTURE EDUCATION.  
 THE MATERIAL IS PRESENTED TO  
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 PERFORMING LEARNING ACTIVITIES AND  
 COMPLETING PROJECTS, THE STUDENT  
 APPLIES THE KNOWLEDGE HE HAS  
 LEARNED. THE STUDY GUIDE MAY BE  
 USED FOR GROUP STUDY, PRACTICAL  
 APPLICATION, OR INDIVIDUALIZED  
 INSTRUCTION. ALTHOUGH THE TEACHER  
 IS RESPONSIBLE FOR DIRECTING THE  
 LEARNING PROGRAM, THE STUDENT  
 SHOULD BE THE SELF-MOTIVATOR.  
 CONTENTS OF THE STUDENT GUIDE  
 INCLUDE THE HONEY BEE AND HONEY,  
 COLONY ORGANIZATION, HOUSING AND  
 EQUIPMENT, SELECTING BEES, APIARY  
 LOCATION, HIVE MANAGEMENT,  
 DISEASES AND PESTS, AND PRODUCING,  
 HARVESTING, AND MARKETING HONEY.  
 (MF)

VT 101 012

MILLER, LARRY E.  
WHAT IS SOIL? ADVANCED CROP AND  
SOIL SCIENCE. A COURSE OF STUDY.

VIRGINIA POLYTECHNIC INST. AND  
STATE UNIV., BLACKSBURG. DIV. OF  
VOCATIONAL-TECHNICAL EDUCATION.  
VIRGINIA STATE DEPT. OF EDUCATION,  
RICHMOND. DIV. OF VOCATIONAL  
EDUCATION.

MF AVAILABLE IN VT-ERIC SET.

PUB-AP-9; AGDEX-506

PUB DATE - 74 45P.

DESCRIPTORS - \*SOIL SCIENCE;  
\*LESSON PLANS; \*COURSE CONTENT;  
\*TEACHING GUIDES; INSTRUCTIONAL  
AIDS

ABSTRACT - IN THE SOILS MODULE OF  
THE ADVANCED CROP AND SOIL SCIENCE  
COURSE, LESSON I PRESENTED IN THIS  
PUBLICATION IS ENTITLED "WHAT IS  
SOIL?" SUGGESTED TEACHING  
PROCEDURE, OBJECTIVES, REFERENCES,  
TEACHING AIDS, PROBLEMS, AND  
EVALUATION ARE INCLUDED. MANY  
ILLUSTRATIONS ARE PROVIDED FOR THE  
COURSE MATERIAL. (MF)

VT 101 013

MILLER, LARRY E.  
SOIL EROSION. ADVANCED CROP AND  
SOIL SCIENCE. A COURSE OF STUDY.

VIRGINIA POLYTECHNIC INST. AND  
STATE UNIV., BLACKSBURG. DIV. OF  
VOCATIONAL-TECHNICAL EDUCATION.  
VIRGINIA STATE DEPT. OF EDUCATION,  
RICHMOND. DIV. OF VOCATIONAL  
EDUCATION.

MF AVAILABLE IN VT-ERIC SET.

PUB-AP-14; AGDEX-570

PUB DATE - 74 38P.

DESCRIPTORS - \*SOIL SCIENCE; \*SOIL  
CONSERVATION; \*COURSE CONTENT;  
\*TEACHING GUIDES; INSTRUCTIONAL  
AIDS

ABSTRACT - IN THE SOILS MODULE OF  
THE ADVANCED CROP AND SOIL SCIENCE  
COURSE, LESSON VI PRESENTED IN  
THIS PUBLICATION IS ON SOIL  
EROSION. SUGGESTED TEACHING  
PROCEDURE, OBJECTIVES, REFERENCES,  
TEACHING AIDS, PROBLEMS, AND  
EVALUATION ARE INCLUDED. MANY  
ILLUSTRATIONS ARE PROVIDED FOR THE  
COURSE MATERIAL. (MF)

VT 101 014

MILLER, LARRY E.  
SOIL WATER. ADVANCED CROP AND SOIL  
SCIENCE. A COURSE OF STUDY.

VIRGINIA POLYTECHNIC INST. AND  
STATE UNIV., BLACKSBURG. DIV. OF  
VOCATIONAL-TECHNICAL EDUCATION.  
VIRGINIA STATE DEPT. OF EDUCATION,  
RICHMOND. DIV. OF VOCATIONAL  
EDUCATION.

MF AVAILABLE IN VT-ERIC SET.

PUB-AP-12; AGDEX-550

PUB DATE - 74 44P.

DESCRIPTORS - \*SOIL SCIENCE;  
\*WATER RESOURCES; \*COURSE CONTENT;  
\*TEACHING GUIDES; INSTRUCTIONAL  
AIDS

ABSTRACT - IN THE SOILS MODULE OF  
THE ADVANCED CROP AND SOIL SCIENCE  
COURSE, LESSON IV PRESENTED IN  
THIS PUBLICATION IS ON SOIL WATER.  
SUGGESTED TEACHING PROCEDURE,  
OBJECTIVES, REFERENCES, TEACHING  
AIDS, PROBLEMS, AND EVALUATION ARE  
INCLUDED. MANY ILLUSTRATIONS ARE  
PROVIDED FOR THE COURSE MATERIAL.  
(MF)

VT 101 015

MILLER, LARRY E.  
PHYSICAL FEATURES OF SOIL.  
ADVANCED CROP AND SOIL SCIENCE. A  
COURSE OF STUDY.

VIRGINIA POLYTECHNIC INST. AND  
STATE UNIV., BLACKSBURG. DIV. OF  
VOCATIONAL-TECHNICAL EDUCATION.  
VIRGINIA STATE DEPT. OF EDUCATION,  
RICHMOND. DIV. OF VOCATIONAL  
EDUCATION.

MF AVAILABLE IN VT-ERIC SET.

PUB-AP-10; AGDEX-507

PUB DATE - 74 49P.

DESCRIPTORS - \*SOIL SCIENCE;  
\*LESSON PLANS; \*COURSE CONTENT;  
\*TEACHING GUIDES; INSTRUCTIONAL  
AIDS

ABSTRACT - IN THE SOILS MODULE OF  
THE ADVANCED CROP AND SOIL SCIENCE  
COURSE, LESSON II PRESENTED IN  
THIS PUBLICATION IS ON THE  
PHYSICAL FEATURES OF SOIL.  
SUGGESTED TEACHING PROCEDURE,  
OBJECTIVES, REFERENCES, TEACHING  
AIDS, PROBLEMS, AND EVALUATION ARE  
INCLUDED. MANY ILLUSTRATIONS ARE  
PROVIDED FOR THE COURSE MATERIAL.  
(MF)

VT 101 016

MILLER, LARRY E.  
CHEMICAL FEATURES OF SOIL.  
ADVANCED CROP AND SOIL SCIENCE. A  
COURSE OF STUDY.

VIRGINIA POLYTECHNIC INST. AND  
STATE UNIV., BLACKSBURG. DIV. OF  
VOCATIONAL-TECHNICAL EDUCATION.  
VIRGINIA STATE DEPT. OF EDUCATION,  
RICHMOND. DIV. OF VOCATIONAL  
EDUCATION.

MF AVAILABLE IN VT-ERIC SET.

PUB-AP-13; AGDEX-530

PUB DATE - 74 52P.

DESCRIPTORS - \*SOIL SCIENCE;  
\*UNITS OF STUDY (SUBJECT FIELDS);  
\*TEACHING GUIDES; \*VOCATIONAL  
AGRICULTURE; \*AGRICULTURAL  
EDUCATION

ABSTRACT - THIS UNIT OF  
INSTRUCTION FOR A 4-DAY SEGMENT OF  
A SECONDARY VOCATIONAL-AGRICULTURE



CLASS IN SOIL SCIENCE CONTAINS NINE DEMONSTRATIONS, 21 TRANSPARENCY MASTERS, AND 12 STUDENT HANDOUT SHEETS. THIS LESSON V INCLUDES THE TITLE, SUGGESTED TIME ALLOTMENT, TEACHING PROCEDURE, OBJECTIVES, SAMPLE INTRODUCTION TECHNIQUES, TEACHING AIDS, PROBLEMS, SUMMARY, AND EVALUATIVE STATEMENTS FOR THE CHEMICAL FEATURES OF SOIL. (AUTHOR/MU)

VT 101 017  
COOPER, ELMER L., AND OTHERS  
STUDENT INJURY AND TEACHER  
LIABILITY. A SELF-INSTRUCTIONAL  
UNIT.

VIRGINIA POLYTECHNIC INST. AND  
STATE UNIV., BLACKSBURG. DIV. OF  
VOCATIONAL-TECHNICAL EDUCATION.  
VIRGINIA STATE DEPT. OF EDUCATION,  
RICHMOND. DIV. OF VOCATIONAL  
EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB-P4-20  
PUB DATE - 74 50P.

DESCRIPTORS - \*TEACHER  
RESPONSIBILITY; \*VOCATIONAL  
EDUCATION TEACHERS; \*LEGAL  
RESPONSIBILITY; \*LEGAL PROBLEMS;  
\*SCHOOL SAFETY; LAWS;  
AUTOINSTRUCTIONAL AIDS

ABSTRACT - TO INCREASE THE  
VOCATIONAL TEACHER'S AWARENESS IN  
MATTERS INVOLVING THE POSSIBILITY  
OF TORT, THIS SELF-INSTRUCTION  
UNIT PROVIDES THE GENERAL  
PRINCIPLES OF LAW GOVERNING TORT  
AND A NUMBER OF INSTANCES  
APPLICABLE TO VOCATIONAL EDUCATION  
TEACHERS. EXAMPLES OF STUDENT  
INJURY AND TEACHER LIABILITY ARE  
GIVEN IN NARRATIVE FORM USING A  
PROGRAMMED TEXT FORMAT FOR SELF  
STUDY. (AUTHOR/MU)

VT 101 018  
PUPILS POTENTIALS LABS DIRECTORY.

ROBBINSDALE INDEPENDENT SCHOOL  
DISTRICT 281, MINN.  
MINNESOTA ENVIRONMENTAL SCIENCES  
FOUNDATION, INC., MINNEAPOLIS.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - SEP73 30P.

DESCRIPTORS - \*DIRECTORIES;  
\*VOCATIONAL DEVELOPMENT; \*SCHOOL  
PERSONNEL; JUNIOR HIGH SCHOOLS  
IDENTIFIERS - \*HOSTERMAN JUNIOR  
HIGH SCHOOL

ABSTRACT - THIS DIRECTORY OF THE  
WORKING STAFF OF HOSTERMAN JUNIOR  
HIGH SCHOOL CONTAINS THREE INDEXES  
ORGANIZED BY NAME, BY OCCUPATION,  
AND BY INTEREST OF THE STAFF  
MEMBERS. IN ADDITION TO THE  
INDEXES, A DIRECTORY LISTING  
DESCRIBES EACH PERSON BY PROVIDING  
THE NAME, CURRENT POSITION AT THE

SCHOOL, EDUCATION, INTERESTS OR  
HOBBIES, AND PAST WORK  
EXPERIENCES. A STUDY GUIDE TO BE  
USED IN CONNECTION WITH THIS  
DIRECTORY IS AVAILABLE IN VT 101  
058. (AUTHOR/MU)

VT 101 019  
CAREER DEVELOPMENT. THE FAMILY-  
HOME-COMMUNITY PROJECT.

ROBBINSDALE INDEPENDENT SCHOOL  
DISTRICT 281, MINN.  
MINNESOTA ENVIRONMENTAL SCIENCES  
FOUNDATION, INC., MINNEAPOLIS.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - AUG73 128P.

DESCRIPTORS - \*VOCATIONAL  
DEVELOPMENT; \*INTEGRATED  
CURRICULUM; \*CAREER EDUCATION;  
GRADE 7; GRADE 8; GRADE 9;  
\*CAREERS; \*LEARNING ACTIVITIES;  
CURRICULUM GUIDES  
IDENTIFIERS - \*HOSTERMAN JUNIOR  
HIGH SCHOOL

ABSTRACT - UNITS OF INSTRUCTION TO  
INCREASE CAREER AWARENESS ARE  
SUPPLIED IN THIS CURRICULUM GUIDE  
FOR THE HOSTERMAN JUNIOR HIGH  
SCHOOL. GENERAL OBJECTIVES FOR  
GRADES 7, 8, AND 9 AND THE  
CLASSROOM COGNITIVE, AFFECTIVE,  
AND PSYCHOMOTOR OBJECTIVES OF THE  
COURSE CONCERN THE PUPILS'  
DEVELOPMENT TOWARD REALISTIC  
CAREER ATTITUDES. THE FAMILY MODEL  
IS A FLEXIBLE COMPOSITE TO BE USED  
AS THE CATALYST FOR INTEGRATING  
CAREER AWARENESS THROUGH THE  
VARIOUS DISCIPLINES OF ART,  
ENGLISH, FOREIGN LANGUAGE, HOME  
ECONOMICS, INDUSTRIAL ARTS,  
MATHEMATICS, PHYSICAL EDUCATION,  
SCIENCE, AND SOCIAL STUDIES. (MU)

VT 101 020  
CAREER DEVELOPMENT. PUPILS  
POTENTIALS LABS. STAFF PACKET.

ROBBINSDALE INDEPENDENT SCHOOL  
DISTRICT 281, MINN.  
MINNESOTA ENVIRONMENTAL SCIENCES  
FOUNDATION, INC., MINNEAPOLIS.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - AUG73 28P.

DESCRIPTORS - \*OCCUPATIONAL  
GUIDANCE; \*GUIDANCE PROGRAMS;  
\*GUIDANCE COUNSELING; \*VOCATIONAL  
DEVELOPMENT; \*COUNSELING PROGRAMS  
IDENTIFIERS - \*HOSTERMAN JUNIOR  
HIGH SCHOOL

ABSTRACT - TO HELP THE STAFF  
MEMBERS OF HOSTERMAN JUNIOR HIGH  
SCHOOL UNDERSTAND THEIR ROLES IN  
THE SCHOOL CAREER AWARENESS  
PROGRAM, THIS GUIDE EXPLAINS THE  
PROGRAM, ITS METHODS, AND  
OBJECTIVES. STAFF MEMBERS ARE  
INTRODUCED TO THE STUDENT GUIDE  
AND THE DIRECTORY THROUGH WHICH  
INTERACTIONS BETWEEN STUDENTS AND

STAFF MEMBERS ARE MADE POSSIBLE. DIRECTIONS ARE GIVEN TO TEACHERS FOR INITIATING THE INTERVIEWS BETWEEN STUDENTS AND STAFF MEMBERS AND PROCEDURES ARE OUTLINED FOR MAKING SURE THAT A STUDENT'S REQUEST FOR AN INTERVIEW WITH A STAFF MEMBER RECEIVES POSITIVE ATTENTION. THE DIRECTORY AND THE STUDENT GUIDE ARE AVAILABLE AS VT 101 018 AND VT 101 058 RESPECTIVELY. (MU)

VT 101 021  
CAREER EDUCATION PERSONNEL MODEL.  
COMPREHENSIVE MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL  
OF EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - ND 6P.

DESCRIPTORS - \*PERFORMANCE BASED  
TEACHER EDUCATION; \*TEACHER  
EDUCATION CURRICULUM; \*CAREER  
EDUCATION; TRAINING OBJECTIVES;  
\*PROGRAM DEVELOPMENT; PROGRAM  
PLANNING; \*PERFORMANCE CRITERIA;  
ELEMENTARY SCHOOL TEACHERS;  
SECONDARY SCHOOL TEACHERS;  
ELEMENTARY SCHOOL COUNSELORS;  
SECONDARY SCHOOL COUNSELORS;  
ADMINISTRATOR EDUCATION;  
ADMINISTRATIVE PERSONNEL

ABSTRACT - IN ORDER TO DEVELOP  
COMPETENCY-BASED CURRICULUM FOR  
TEACHER EDUCATION IN PRESERVICE  
AND INSERVICE COURSES, THE  
COMPETENCIES NEEDED FOR PLANNING  
AND FOR IMPLEMENTING CAREER  
EDUCATION PROGRAMS WERE IDENTIFIED  
FOR TEACHERS, COUNSELORS, AND  
ADMINISTRATORS IN ELEMENTARY,  
JUNIOR HIGH, AND HIGH SCHOOLS. THE  
COMPETENCY STATEMENTS WERE  
VALIDATED BY FUNCTION AND GRADE  
AREA, EXPANDED INTO PERFORMANCE  
CRITERIA, AND RESULTED IN TEN  
TRAINING MODELS. THIS DOCUMENT  
REPRESENTS THE COMPREHENSIVE MODEL  
AND CONTAINS IMPLEMENTATION  
GUIDELINES, ILLUSTRATIONS OF HOW  
TO DEVELOP TRAINING OBJECTIVES  
FROM THE STATEMENTS, AND  
COMPETENCY STATEMENTS AND RELATED  
PERFORMANCE CRITERIA FOR TEACHERS,  
COUNSELORS, AND ADMINISTRATORS ON  
ALL LEVELS. RELATED DOCUMENTS ARE  
AVAILABLE AS VT 101 022 TO VT 101  
028. (AUTHOR/MU)

VT 101 022  
CAREER EDUCATION PERSONNEL MODEL.  
SECONDARY TEACHER MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL  
OF EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - ND 13P.

DESCRIPTORS - \*PERFORMANCE BASED  
TEACHER EDUCATION; \*TEACHER  
EDUCATION CURRICULUM; \*CAREER  
EDUCATION; TRAINING OBJECTIVES;

PROGRAM DEVELOPMENT; PROGRAM  
PLANNING; \*PERFORMANCE CRITERIA;  
\*SECONDARY SCHOOL TEACHERS

ABSTRACT - IN ORDER TO DEVELOP  
COMPETENCY-BASED CURRICULUM FOR  
TEACHER EDUCATION IN PRESERVICE  
AND INSERVICE COURSES, THE  
COMPETENCIES NEEDED FOR PLANNING  
AND FOR IMPLEMENTING CAREER  
EDUCATION PROGRAMS WERE IDENTIFIED  
FOR TEACHERS, COUNSELORS, AND  
ADMINISTRATORS IN ELEMENTARY,  
JUNIOR HIGH, AND HIGH SCHOOLS. THE  
COMPETENCY STATEMENTS WERE  
VALIDATED BY FUNCTION AND GRADE  
AREA, EXPANDED INTO PERFORMANCE  
CRITERIA, AND RESULTED IN TEN  
TRAINING MODELS. THIS DOCUMENT  
REPRESENTS ONE OF THE TRAINING  
MODELS AND CONTAINS IMPLEMENTATION  
GUIDELINES, ILLUSTRATIONS OF HOW  
TO DEVELOP TRAINING OBJECTIVES  
FROM THE STATEMENTS, AND  
COMPETENCY STATEMENTS AND RELATED  
PERFORMANCE CRITERIA FOR SECONDARY  
SCHOOL TEACHERS. RELATED DOCUMENTS  
ARE AVAILABLE AS VT 101 021 AND VT  
101 023 TO VT 101 028. (AUTHOR/MU)

VT 101 023  
CAREER EDUCATION PERSONNEL MODEL.  
ELEMENTARY COUNSELOR MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL  
OF EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - ND 11P.

DESCRIPTORS - \*PERFORMANCE BASED  
TEACHER EDUCATION; \*CAREER  
EDUCATION; TRAINING OBJECTIVES;  
\*PROGRAM DEVELOPMENT; PROGRAM  
PLANNING; \*PERFORMANCE CRITERIA;  
\*ELEMENTARY SCHOOL COUNSELORS

ABSTRACT - IN ORDER TO DEVELOP  
COMPETENCY-BASED CURRICULUM FOR  
TEACHER EDUCATION IN PRESERVICE  
AND INSERVICE COURSES, THE  
COMPETENCIES NEEDED FOR PLANNING  
AND FOR IMPLEMENTING CAREER  
EDUCATION PROGRAMS WERE IDENTIFIED  
FOR TEACHERS, COUNSELORS, AND  
ADMINISTRATORS IN ELEMENTARY,  
JUNIOR HIGH, AND HIGH SCHOOLS. THE  
COMPETENCY STATEMENTS WERE  
VALIDATED BY FUNCTION AND GRADE  
AREA, EXPANDED INTO PERFORMANCE  
CRITERIA, AND RESULTED IN TEN  
TRAINING MODELS. THIS DOCUMENT  
REPRESENTS ONE OF THE TRAINING  
MODELS AND CONTAINS IMPLEMENTATION  
GUIDELINES, ILLUSTRATIONS OF HOW  
TO DEVELOP TRAINING OBJECTIVES  
FROM THE STATEMENTS, AND  
COMPETENCY STATEMENTS AND RELATED  
PERFORMANCE CRITERIA FOR  
ELEMENTARY SCHOOL COUNSELORS.  
RELATED DOCUMENTS ARE AVAILABLE AS  
VT 101 021 - VT 101 022 AND VT 101  
024 - VT 101 028. (AUTHOR/MU)

VT 101 024  
CAREER EDUCATION PERSONNEL MODEL.

## ELEMENTARY TEACHER MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 9P.

DESCRIPTORS - \*PERFORMANCE BASED TEACHER EDUCATION; \*TEACHER EDUCATION CURRICULUM; \*CAREER EDUCATION; TRAINING OBJECTIVES; PROGRAM DEVELOPMENT; PROGRAM PLANNING; \*PERFORMANCE CRITERIA; \*ELEMENTARY SCHOOL TEACHERS

ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN TRAINING MODELS. THIS DOCUMENT REPRESENTS ONE OF THE TRAINING MODELS AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR ELEMENTARY SCHOOL TEACHERS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 021 - VT 101 023 AND VT 101 025 - VT 101 028. (AUTHOR/MU)

VT 101 025  
CAREER EDUCATION PERSONNEL MODEL.  
MIDDLE OR JUNIOR HIGH ADMINISTRATOR MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 10P.

DESCRIPTORS - \*PERFORMANCE BASED TEACHER EDUCATION; \*TEACHER EDUCATION CURRICULUM; \*CAREER EDUCATION; TRAINING OBJECTIVES; PROGRAM DEVELOPMENT; PROGRAM PLANNING; PERFORMANCE CRITERIA; \*ADMINISTRATOR EDUCATION; \*ADMINISTRATIVE PERSONNEL

ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN

TRAINING MODELS. THIS DOCUMENT REPRESENTS ONE OF THE TRAINING MODELS AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR JUNIOR HIGH SCHOOL ADMINISTRATORS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 021 - VT 101 029 AND VT 101 026 - VT 101 028. (AUTHOR/MU)

VT 101 026  
CAREER EDUCATION PERSONNEL MODEL.  
MIDDLE OR JUNIOR HIGH COUNSELOR MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 12P.

DESCRIPTORS - \*PERFORMANCE BASED TEACHER EDUCATION; \*TEACHER EDUCATION CURRICULUM; \*CAREER EDUCATION; TRAINING OBJECTIVES; PROGRAM DEVELOPMENT; PROGRAM PLANNING; \*PERFORMANCE CRITERIA; \*SECONDARY SCHOOL COUNSELORS

ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN TRAINING MODELS. THIS DOCUMENT REPRESENTS ONE OF THE TRAINING MODELS AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR JUNIOR HIGH SCHOOL COUNSELORS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 021 - VT 101 025 AND VT 101 027 - VT 101 028. (AUTHOR/MU)

VT 101 027  
CAREER EDUCATION PERSONNEL MODEL.  
MIDDLE OR JUNIOR HIGH TEACHER MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 11P.

DESCRIPTORS - \*PERFORMANCE BASED TEACHER EDUCATION; \*TEACHER EDUCATION CURRICULUM; \*CAREER EDUCATION; TRAINING OBJECTIVES; PROGRAM DEVELOPMENT; PROGRAM PLANNING; \*PERFORMANCE CRITERIA; \*SECONDARY SCHOOL TEACHERS



ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN TRAINING MODELS. THIS DOCUMENT REPRESENTS ONE OF THE TRAINING MODELS AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR JUNIOR HIGH SCHOOL TEACHERS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 021 - VT 101 026 AND VT 101 028. (AUTHOR/MU)

VT 101 028  
CAREER EDUCATION PERSONNEL MODEL.  
ELEMENTARY ADMINISTRATOR MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 13P.

DESCRIPTORS - \*PERFORMANCE BASED  
TEACHER EDUCATION; TEACHER  
EDUCATION CURRICULUM; \*CAREER  
EDUCATION; TRAINING OBJECTIVES;  
PROGRAM DEVELOPMENT; PROGRAM  
PLANNING; \*PERFORMANCE CRITERIA;  
\*ADMINISTRATOR EDUCATION;  
\*ADMINISTRATIVE PERSONNEL

ABSTRACT - IN ORDER TO DEVELOP COMPETENCY-BASED CURRICULUM FOR TEACHER EDUCATION IN PRESERVICE AND INSERVICE COURSES, THE COMPETENCIES NEEDED FOR PLANNING AND FOR IMPLEMENTING CAREER EDUCATION PROGRAMS WERE IDENTIFIED FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS IN ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS. THE COMPETENCY STATEMENTS WERE VALIDATED BY FUNCTION AND GRADE AREA, EXPANDED INTO PERFORMANCE CRITERIA, AND RESULTED IN TEN TRAINING MODELS. THIS DOCUMENT REPRESENTS ONE OF THE TRAINING MODELS AND CONTAINS IMPLEMENTATION GUIDELINES, ILLUSTRATIONS OF HOW TO DEVELOP TRAINING OBJECTIVES FROM THE STATEMENTS, AND COMPETENCY STATEMENTS AND RELATED PERFORMANCE CRITERIA FOR ELEMENTARY SCHOOL ADMINISTRATORS. RELATED DOCUMENTS ARE AVAILABLE AS VT 101 021 - VT 101 027. (AUTHOR/MU)

VT 101 029  
CAREER EDUCATION MATERIALS.

TEACHERS RESOURCE GUIDES.

COBB COUNTY OCCUPATIONAL AND CAREER DEVELOPMENT PROGRAM,  
MARIETTA, GA.  
OFFICE OF EDUCATION (CHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OFG-0-70-4781  
PUB DATE - NO 175P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*ELEMENTARY GRADES; \*RESOURCE  
GUIDES; \*OCCUPATIONAL INFORMATION;  
\*INTEGRATED CURRICULUM; CLASSROOM  
GUIDANCE PROGRAMS

ABSTRACT - THIS SET OF NINE RESOURCE GUIDES PROVIDES ELEMENTARY TEACHERS WITH MATERIALS FOR CAREER EDUCATION CONCEPTS, ACTIVITIES, AND SUBJECT MATTER TIE-INS TO DIFFERENT OCCUPATIONAL AREAS. DESIGNED FOR SPECIFIC GRADE LEVELS, THE SET INCLUDES THE FOLLOWING UNITS: (1) FOR GRADE 1, "WHAT DOES MY FAMILY DO ALL DAY" AND "THE SCHOOL: CAREERS IN PUBLIC SERVICE," (2) FOR GRADES 3 & 4, "TRAINS: CAREERS IN TRANSPORTATION," "COMMERCIAL AIRLINE AND AIRPORTS: CAREERS IN TRANSPORTATION," AND "MUSIC: CAREERS IN FINE ART AND HUMANITIES," (3) FOR GRADES 5 & 6, "TELEVISION: CAREERS IN COMMUNICATION AND MEDIA" AND "THE HOSPITAL: CAREERS IN HEALTH," AND (4) FOR GRADE 6, "BUILDING CONSTRUCTION: CAREERS IN CONSTRUCTION" AND "PHOTOGRAPHY: CAREERS IN COMMUNICATION AND MEDIA." (MU)

VT 101 030  
ANDERSON, FLOYD L.  
INDIVIDUALIZED, PERFORMANCE-BASED CURRICULUM AT THE MINNEAPOLIS AREA VOCATIONAL TECHNICAL INSTITUTE.  
INTERIM REPORT. INSTRUCTIONAL MATERIALS.

MINNEAPOLIS AREA VOCATIONAL TECHNICAL INST., MINN.  
MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 25JUN74 400P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL DEVELOPMENT;  
\*VOCATIONAL EDUCATION;  
\*INSTRUCTIONAL MATERIALS; PROGRAM  
DESCRIPTIONS; \*DEVELOPMENTAL  
PROGRAMS  
IDENTIFIERS - \*MINNEAPOLIS

ABSTRACT - THIS DOCUMENT CONTAINS BOTH AN INTERIM REPORT COVERING THE TIME PERIOD FROM JULY 1973 TO JUNE 1974 AND AN EXTENSIVE COLLECTION OF INSTRUCTIONAL MATERIALS GENERATED BY THE PROJECT

TO DEVELOP CURRICULUM FOR NEW PROGRAMS OF VOCATIONAL TECHNICAL EDUCATION IN THE MINNEAPOLIS AREA. QUALS, PROCEDURES, ACCOMPLISHMENTS, EVALUATIONS, AND RECOMMENDATIONS ARE DESCRIBED FOR THE FIRST YEAR OF THE PROJECT. RECOMMENDATIONS CONCERN PROGRAM CONTINUATION, IMPROVEMENT, AND EXPANSION. APPENDED MATERIALS INCLUDE MODELS AND INSTRUMENTS USED IN THE PROJECT, TESTS USED IN VARIOUS PROGRAMS, QUESTIONNAIRES, EVALUATION INSTRUMENTS, AGENDAS AND MATERIALS FOR DISCUSSIONS IN ORIENTATION MEETINGS, AND A VARIETY OF INSTRUCTIONAL MATERIALS FOR HUMAN RELATIONS PROGRAMS AND COURSES IN TRADE AND INDUSTRIAL EDUCATION, FOOD SERVICE OCCUPATIONS AND AUTO MECHANICS PROGRAMS. (MU)

VT 101 031

KNOX, PHIL  
THE SCHOOL STORE. A RETAIL LABORATORY FOR DISTRIBUTIVE EDUCATION.

OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OHIO DISTRIBUTIVE EDUCATION  
MATERIALS LAB., THE OHIO STATE  
UNIV., 1885 NEIL AVE., 115  
TOWNSHEND HALL, COLUMBUS, OHIO  
43210  
PUB DATE - MAR74 119P.

DESCRIPTORS - \*DISTRIBUTIVE  
EDUCATION; \*PROJECT TRAINING  
METHODS; \*MERCHANDISING; \*TRAINING  
LABORATORIES; MANUALS

ABSTRACT - THIS MANUAL PROVIDES GUIDELINES TO THE VOCATIONAL TEACHER WHO PLANS TO IMPLEMENT A SCHOOL STORE IN THE DISTRIBUTIVE EDUCATION PROGRAM OF A SECONDARY SCHOOL. INFORMATION CONCERNING PLANNING AND PROPOSING THE RETAIL LABORATORY, THE USE OF VENDOR LICENSE AND SALES TAX, STORE LAYOUT, PURCHASING POLICIES, MERCHANDISING IDEAS AND STORE RULES ARE INCLUDED. SAMPLES OF OVER 25 TYPES OF FORMS USED IN THE CONDUCT OF THE SCHOOL STORE ARE PROVIDED. (MU)

VT 101 032

SCHÖENBERGER, R. LAURENCE  
PROJECT CAREER EXPLORATION. FINAL REPORT.

WAUKESHA COUNTY TECHNICAL INST.,  
PEWAUKEE, WIS.  
WISCONSIN STATE BOARD OF  
VOCATIONAL, TECHNICAL, AND ADULT  
EDUCATION, MADISON.; OFFICE OF  
EDUCATION (DHEW), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - FEB74 90P.

DESCRIPTORS - \*CAREER EDUCATION;

\*PROGRAM DEVELOPMENT; \*CAREER  
OPPORTUNITIES; \*OCCUPATIONAL  
CLUSTERS; SECONDARY GRADES;  
\*EVENING CLASSES; HEALTH  
OCCUPATIONS; SERVICE OCCUPATIONS  
IDENTIFIERS - WISCONSIN

ABSTRACT - PROJECT CAREER EXPLORATION'S OVERALL PURPOSE WAS DESIGNING AND IMPLEMENTING A METHOD OF PROVIDING JUNIORS AND SENIORS IN HIGH SCHOOL WITH CAREER EXPLORATION OPPORTUNITIES RELATIVE TO THE OCCUPATIONAL PROGRAMS OFFERED BY THE WAUKESHA COUNTY TECHNICAL INSTITUTE AND OTHER POSTSECONDARY INSTITUTIONS. COURSES WERE DESIGNED TO PROVIDE KNOWLEDGE OF THE RANGE OF OCCUPATIONS WITHIN A GIVEN CAREER CLUSTER AS WELL AS AN UNDERSTANDING OF THE ENVIRONMENT, JOB OPPORTUNITIES, AND THE TYPES OF SPECIAL SKILLS REQUIRED FOR SPECIFIC OCCUPATIONS. HEALTH CAREERS AND HOSPITALITY CAREERS WERE SELECTED BY A COMMITTEE OF HIGH SCHOOL REPRESENTATIVES FOR DEVELOPMENT INTO CAREER EXPLORATION COURSES TO BE OFFERED ON A SEMESTER BASIS. THE COURSES, CONSISTING OF LECTURES, FIELD TRIPS, AND GUEST SPEAKERS, WERE TAUGHT IN THE EVENING ONCE A WEEK FOR 2 1/2 HOURS. AMONG RECOMMENDATIONS ARE THE FOLLOWING: (1) DEVELOPMENT OF ADDITIONAL COURSES, (2) DIMINISHED USE OF LECTURES, (3) GREATER USE OF FIELD TRIPS, AND (4) EXPANSION OF THE PROGRAM TO INCLUDE JUNIOR HIGH LEVEL. COURSE OUTLINES ARE APPENDED TO THE REPORT. (KH)

VT 101 033

PIOTROWSKI, ANTHONY J.  
AGRICULTURAL ENVIRONMENTAL  
TECHNOLOGY.

MERCER COUNTY AREA VOCATIONAL-  
TECHNICAL SCHOOL, MERCER, PA.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - AUG73 147P.

DESCRIPTORS - \*CURRICULUM GUIDES;  
\*AGRICULTURAL EDUCATION;  
\*ENVIRONMENTAL EDUCATION;  
SECONDARY SCHOOLS; \*VOCATIONAL  
AGRICULTURE; \*PROGRAM DEVELOPMENT;  
COMMUNITY CONSULTANTS; EMPLOYMENT  
OPPORTUNITIES  
IDENTIFIERS - \*PENNSYLVANIA

ABSTRACT - THIS REPORT IS A SUMMARY OF ACTIVITIES THAT HAVE BEEN CONDUCTED WHILE DEVELOPING A 3-YEAR COURSE IN AGRICULTURAL ENVIRONMENTAL TECHNOLOGY IN THE MERCER COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL. RESEARCH TECHNIQUES INCLUDED THE FOLLOWING: (1) PERSONAL INTERVIEWS WITH LOCAL EMPLOYERS WHOSE BUSINESSES ARE DIRECTLY OR INDIRECTLY RELATED TO AREAS OF HORTICULTURE AND NATURAL

RESOURCE MANAGEMENT, (2) A BUSINESS SURVEY OF THE OCCUPATIONAL NEEDS OF THE COUNTY, BOTH PRESENT AND PROJECTED, (3) CORRESPONDENCE WITH AGENCIES OF THE FEDERAL GOVERNMENT, AND (4) ADVICE FROM TEACHERS IN THE CONCERNED AREAS. THE RESULTANT COURSE WILL BE AVAILABLE FOR 40 STUDENTS FROM GRADES 10, 11, AND 12 WHO WILL ATTEND THE VOCATIONAL-TECHNICAL SCHOOL ON A HALF-DAY BASIS WHILE TAKING ALL ACADEMIC COURSES IN THEIR HOME HIGH SCHOOLS. THE REPORT CONTAINS A COURSE OUTLINE, A LIBRARY BOOK REFERENCE LIST, SUGGESTED ACTIVITIES TO BE MASTERED IN EACH SEGMENT OF THE COURSE, A LISTING OF EQUIPMENT AND SUPPLIES, AND NAMES AND ADDRESSES OF BUSINESS CONTACTS. (KH)

**W 101 034**

STABER, RICHARD; EVERETT, CARL  
DEVELOPMENT OF MODULAR COURSES IN VOCATIONAL CURRICULUM TO FACILITATE INDIVIDUALIZED SCHEDULING TO MEET THE OCCUPATIONAL OBJECTIVES OF EACH STUDENT. SECOND YEAR REPORT.

CENTRAL COLUMBIA HIGH SCHOOL,  
BLOOMSBURG, PA.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 24AUG73 160P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*OCCUPATIONAL GUIDANCE;  
\*VOCATIONAL DEVELOPMENT;  
\*VOCATIONAL EDUCATION;  
OCCUPATIONAL INFORMATION;  
\*CURRICULUM DEVELOPMENT  
IDENTIFIERS - \*CENTRAL COLUMBIA  
HIGH SCHOOL

ABSTRACT - THIS REPORT CONTAINS INFORMATION RELATING TO THE SECOND YEAR EFFORTS OF A CAREER EDUCATION PROGRAM WITHIN THE CENTRAL COLUMBIA SCHOOL DISTRICT. THE ORIGINAL PROJECT, INVOLVING GRADES 9 THROUGH 12, WAS EXPANDED TO INCLUDE ALL GRADES FROM KINDERGARTEN THROUGH GRADE 12. A TEACHER WORKSHOP DESIGNED TO INTRODUCE REPRESENTATIVE TEACHERS FROM EACH GRADE AND DISCIPLINE TO THE CAREER EDUCATION CONCEPT EMPHASIZED CAREER AWARENESS IN ELEMENTARY GRADES, EXPLORATION IN THE MIDDLE SCHOOLS, AND PREPARATION IN THE HIGH SCHOOLS. AN EVALUATION OF THE PROJECT INCLUDED FIELD EVALUATIONS, ADMINISTRATIVE INTERVIEWS, PRE-AND POSTTEST MEASUREMENTS OF STUDENTS, SURVEY INFORMATION FROM THE 1972 GRADUATES, AND STATISTICS OF STUDENTS PLACED. RECOMMENDATIONS CONCERNED PROGRAM EXPANSION,

EXPOSURE TO CAREER INFORMATION FOR THE COLLEGE BOUND STUDENTS AS WELL AS THE VOCATIONALLY ORIENTED, USE OF EMPLOYMENT DATA IN PLANNING CURRICULUMS, DISTRICT-WIDE PLANNING AND COORDINATING, AND USE OF COMPUTER TECHNOLOGY IN DATA HANDLING. (AUTHOR/MU)

**VT 101 035**

PROJECT GIVE (GUIDANCE IN VOCATIONAL EDUCATION): ELEMENTARY. FINAL REPORT.

GANNON COLL., ERIE, PA.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NC 136P.

DESCRIPTORS - \*VOCATIONAL  
DEVELOPMENT; \*ELEMENTARY SCHOOL  
TEACHERS; \*SUMMER INSTITUTES;  
\*CAREER EDUCATION; \*ELEMENTARY  
SCHOOL COUNSELORS  
IDENTIFIERS - \*PROJECT GIVE;  
GANNON COLLEGE

ABSTRACT - THIS REPORT DESCRIBES THE RECRUITING METHODS, PLANNING, AND PUBLICITY USED IN A PROJECT TO INTRODUCE THE TEACHERS INSTITUTE HELD AT GANNON COLLEGE IN ERIE, PENNSYLVANIA JUNE 17 TO JULY 22, 1972. PROVISIONS WERE MADE FOR 30 TEACHERS AND COUNSELORS IN GRADES 3 THROUGH 6. TWO WEEKS OF WORK AT THE ERIE COUNTY VOCATIONAL TECHNICAL SCHOOL AND TWO WEEKS IN INDUSTRY WERE INCORPORATED INTO THE PROGRAM TO GIVE PARTICIPANTS A FEELING FOR SOME OF THE PROBLEMS STUDENTS WILL BE FACING IN THEIR WORK ENVIRONMENT. BEHAVIORAL OBJECTIVES FOR THE DEVELOPMENT OF ELEMENTARY STUDENTS WERE WRITTEN IN THE FINAL WEEK OF THE INSTITUTE AND THEIR EFFECTIVENESS EVALUATED A YEAR LATER IN A FOLLOWUP WORKSHOP. (AUTHOR/MU)

**VT 101 036**

BAILEY, LARRY J., ED., AND OTHERS  
FACILITATING CAREER DEVELOPMENT:  
AN ANNOTATED BIBLIOGRAPHY. FINAL  
REPORT. VOLUME II.

SOUTHERN ILLINOIS UNIV.,  
CARBONDALE. COLL. OF EDUCATION.  
OFFICE OF EDUCATION (CHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OEG-O-73-2979  
PUB DATE - FEB74 273P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL DEVELOPMENT;  
\*ABSTRACTS; \*ANNOTATED  
BIBLIOGRAPHIES; \*LITERATURE  
REVIEWS

ABSTRACT - ABSTRACTS OF  
PUBLICATIONS CONCERNING CAREER

DEVELOPMENT ARE ARRANGED INTO THE FOLLOWING SECTION IN THIS DOCUMENT: (1) THEORY AND RATIONALE OF CAREER EDUCATION, (2) COMPUTER-BASED GUIDANCE SYSTEMS, (3) CONFERENCES, WORKSHOPS, AND INSTITUTES, (4) MEASURING VOCATIONAL BEHAVIOR, (5) GAMING AND SIMULATION, (6) RESEARCH, EXEMPLARY PROJECTS, AND MODELS, AND (7) LOCALLY DEVELOPED PROGRAMS. WITHIN EACH CLASSIFICATION, EXCEPT THE FIRST WHICH IS A COMPILATION OF TITLES ONLY, RESUMES ARE LISTED ALPHABETICALLY BY AUTHOR AND INCLUDE TITLE, PUBLISHER, YEAR OF PUBLICATION, ED NUMBER, EDRS PRICE, AND THE ABSTRACT. (MU)

VT 101 037

CAREER EDUCATION PERSONNEL MODEL.  
SECONDARY ADMINISTRATOR MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 11P.

DESCRIPTORS - \*SECONDARY GRADES;  
\*CAREER EDUCATION; \*ADMINISTRATOR  
ROLE; \*PROGRAM PLANNING;  
ADMINISTRATOR RESPONSIBILITY

ABSTRACT - ONE OF TEN MODELS FOR CAREER EDUCATION PERSONNEL, THIS DOCUMENT IDENTIFIES PEDAGOGICAL COMPETENCY STATEMENTS THAT WILL HELP SECONDARY SCHOOL ADMINISTRATORS PLAN AND IMPLEMENT A CAREER EDUCATION PROGRAM. IDENTIFIED BY A REVIEW OF CURRENT LITERATURE AND BY INTERVIEWING PRACTITIONERS IN ESTABLISHED CAREER EDUCATION PROGRAMS, THESE COMPETENCY STATEMENTS WERE EXPANDED TO INCLUDE PRACTICAL IDEAS FOR PROGRAM PLANNING. INCLUDED IN THE MODEL ARE SUGGESTED IMPLEMENTATION GUIDELINES AND ILLUSTRATION OF HOW COMPETENCY STATEMENTS MAY BE DEVELOPED INTO INSERVICE AND PRESERVICE TRAINING OBJECTIVES. (KH)

VT 101 038

CAREER EDUCATION PERSONNEL MODEL.  
SECONDARY COUNSELOR MODEL.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 12P.

DESCRIPTORS - \*SECONDARY SCHOOL COUNSELORS; \*CAREER EDUCATION;  
\*COUNSELOR ROLE; \*PROGRAM PLANNING; COUNSELOR PERFORMANCE

ABSTRACT - ONE OF TEN MODELS FOR CAREER EDUCATION PERSONNEL, THIS DOCUMENT IDENTIFIES PEDAGOGICAL COMPETENCY STATEMENTS THAT WILL HELP SECONDARY LEVEL COUNSELORS

PLAN AND IMPLEMENT A CAREER EDUCATION PROGRAM. IDENTIFIED BY A REVIEW OF CURRENT LITERATURE AND BY INTERVIEWING PRACTITIONERS IN ESTABLISHED CAREER EDUCATION PROGRAMS, THESE COMPETENCY STATEMENTS WERE EXPANDED TO INCLUDE PRACTICAL IDEAS FOR PROGRAM PLANNING. INCLUDED IN THE MODEL ARE SUGGESTED IMPLEMENTATION GUIDELINES AND ILLUSTRATION OF HOW COMPETENCY STATEMENTS MAY BE DEVELOPED INTO INSERVICE AND PRESERVICE TRAINING OBJECTIVES. (KH)

VT 101 039

CREDIT CARD FRAUD. STORE SECURITY

OFFICE OF EDUCATION (OHFW), WASHINGTON, D.C.; OHIO STATE DEPT. OF EDUCATION, COLUMBUS.  
MF AVAILABLE IN VT-ERIC SET.  
OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB., THE OHIO STATE UNIV., 1885 NEIL AVE., 115 TOWNSEND HALL, COLUMBUS, OHIO 43210  
PUB DATE - NO 55P.

DESCRIPTORS - \*INSTRUCTIONAL MATERIALS; \*MANUALS; \*TEACHING GUIDES; \*SALES WORKERS;  
DISTRIBUTIVE EDUCATION; \*CREDIT (FINANCE); ADULT EDUCATION  
IDENTIFIERS - \*CREDIT CARD FRAUDS

ABSTRACT - INTENDED TO ASSIST IN REDUCING CREDIT CARD FRAUD IN BUSINESS ESTABLISHMENTS, THIS COURSE CAN BE USED IN TRAINING EMPLOYEES TO EFFECTIVELY CONTROL THE PROBLEM AND TO INFORM THE PUBLIC OF THE PENALTIES FOR CONVICTION OF SUCH A CRIME. A TEACHING OUTLINE FOR THE COURSE IS PRESENTED WITH CONTENT AND SUGGESTED METHODOLOGY. ROUGHLY ORGANIZED FOR A 3-SESSION PROGRAM, THE COURSE COVERS SUCH TOPICS AS: (1) WAYS FRAUDULENT CARDS ARE OBTAINED AND USED, (2) SUGGESTIONS FOR REDUCING BUSINESS LOSSES VIA CREDIT CARD FRAUD, AND (3) LEGAL ASPECTS OF THE CRIME. SAMPLE HAND-OUT SHEETS AND A BIBLIOGRAPHY FOR FURTHER REFERENCE ARE INCLUDED. (KH)

VT 101 040

RATLIFF, LINDSAY  
CURRICULUM GUIDE FOR MACHINE  
TRADES PROGRAM.

COLUMBUS STATE INST., COLUMBUS.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 65P.

DESCRIPTORS - \*CURRICULUM GUIDES;  
\*TRADE AND INDUSTRIAL EDUCATION;  
\*MACHINE TOOL OPERATORS; \*MACHINE TOOLS; \*METAL WORKING OCCUPATIONS

ABSTRACT - THESE TEN MODULES OF



INSTRUCTION FOR A MACHINE TRADES PROGRAM ARE INTRODUCED BY A DESCRIPTION OF THE MACHINE TRADES PROGRAM, ITS PHILOSOPHY, OBJECTIVES, PLAN OF INSTRUCTIONAL PROCEDURES, TEACHING AIDS, TESTING AND GRADING, SAFETY PRACTICES, AND CLASS RECORDS. THE TEN MODULES COVER INSTRUCTIONAL MATERIAL IN THE MACHINE TRADES CLASSIFIED AS BENCH WORK, DRILLING MACHINE WORK, ENGINE AND TURRET LATHE, POWER SAW, SHAPER WORK, MILLING MACHINE, PLANE WORK, GRINDER WORK, AND HEAT TREATING WORK. EACH MODULE CONTAINS LISTINGS OF BASIC OPERATIONS, VARIOUS PROCESSES PECULIAR TO ITS TRADE TECHNOLOGY, AND PROGRESS CHART HEADINGS. (MU)

VT 101 041

STINSON, RICHARD F.; WILLIAMS, WILLIAM  
DEVELOPMENT OF SUPERVISED OCCUPATIONAL EXPERIENCE MATERIALS FOR ORNAMENTAL HORTICULTURE.

PENNSYLVANIA STATE UNIV.,  
UNIVERSITY PARK.  
PENNSYLVANIA RESEARCH COORDINATING  
UNIT FOR VOCATIONAL EDUCATION,  
HARRISBURG.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 27SEP73 6P.

DESCRIPTORS - \*MATERIAL  
DEVELOPMENT; \*RECORDS (FORMS);  
\*ORNAMENTAL HORTICULTURE;  
\*WORKSHOPS; OFF FARM AGRICULTURAL  
OCCUPATIONS; \*VOCATIONAL  
AGRICULTURE; AGRICULTURAL  
EDUCATION; WORK EXPERIENCE  
PROGRAMS

ABSTRACT - THE LACK OF APPROPRIATE RECORD FORMS FOR USE BY STUDENTS IN ORNAMENTAL HORTICULTURE WORK-EXPERIENCE PROGRAMS PROMPTED THE ACTIVITIES BRIEFLY DESCRIBED IN THIS DOCUMENT. A 5-DAY WORKSHOP INVOLVING VOCATIONAL AGRICULTURE TEACHERS AND TEACHER EDUCATION PERSONNEL PRODUCED SIX RECORD FORMS FOR VARIOUS AREAS OF ORNAMENTAL HORTICULTURE. THE RESULTING SEGMENTED PUBLICATION CAN BE USED AS A TEACHER REFERENCE UNIT, OR BY STUDENTS WORKING INDEPENDENTLY ON ANY OF THE NINE SEGMENTS OF THE SUBJECT. A FINAL RECOMMENDATION ENCOURAGES USE OF THE WORKSHOP TECHNIQUE IN THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS BECAUSE OF ITS PRODUCTIVITY, EFFICIENCY, AND THE RESULTANT HIGH QUALITY PRODUCT. (KH)

VT 101 042

EXEMPLARY ENGLISH/LANGUAGE ARTS CURRICULUM DEVELOPMENT PROGRAM FOR VOCATIONAL-TECHNICAL EDUCATION STUDENTS. IMPLEMENTATION PHASE II. REPORT. JUNE 30, 1972 THROUGH JUNE 30, 1973.

NESHAMINY SCHOOL DISTRICT,  
LANGHORNE, PA.  
BUCKS COUNTY VOCATIONAL-TECHNICAL  
SCHOOL, DOYLESTOWN, PA.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 73 350P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*ENGLISH; \*LANGUAGE ARTS;  
\*VOCATIONAL EDUCATION;  
DEVELOPMENTAL PROJECTS  
IDENTIFIERS - \*NESHAMINY SCHOOL  
DISTRICT BUCKS COUNTY;  
PENNSYLVANIA

ABSTRACT - DESCRIBING AN EXEMPLARY PROGRAM IN THE NESHAMINY SENIOR HIGH SCHOOL OF BUCKS COUNTY, PENNSYLVANIA FOR THE TIME PERIOD FROM JUNE 30, 1970 THROUGH JUNE 30, 1973, THIS REPORT INCLUDES THE CURRICULUM INTEGRATING LANGUAGE ARTS AND OCCUPATIONAL INFORMATION FOR VOCATIONAL-TECHNICAL STUDENTS IN GRADES 11 AND 12, STUDENT EVALUATIONS, AND A SUMMARY OF THE 1972-1973 PROGRAM. AFTER TWO YEARS OF DEVELOPING AND IMPLEMENTING THIS VOCATIONAL-TECHNICAL PROGRAM, THE PARTICIPATING TEACHERS FEEL THAT GREAT STRIDES HAVE BEEN MADE TOWARD GIVING THE VOCATIONAL-TECHNICAL STUDENTS AN ENGLISH COURSE RELEVANT TO THEIR SPECIAL NEEDS WITHOUT ISOLATING THEM FROM THE REST OF THE SCHOOL. INCLUDED WITH THE REPORT ARE FIVE SEPARATELY BOUND SECTIONS: (1) A MID-YEAR REPORT, (2) TEACHING MATERIALS FOR GRADES 10, 11, AND 12 VOCATIONAL-TECHNICAL ENGLISH, (3) MODEL LEARNING PACKETS, (4) STUDENT EVALUATION TABLES, AND (5) EVALUATION FORMS. (AUTHOR/MU)

VT 101 043

MOORE, NORMAN R., ED.  
LEARNING MATERIALS. FREE AND  
INEXPENSIVE. 17TH BIENNIAL  
EDITION.

GEORGE PEABODY COLL. FOR TEACHERS,  
NASHVILLE, TENN. DIV. OF SURVEYS  
AND FIELD SERVICES.  
MF AVAILABLE IN VT-ERIC SET.  
DIV. OF SURVEYS AND FIELD  
SERVICES, GEORGE PEABODY COLLEGE  
FOR TEACHERS, NASHVILLE, TENN.  
37203 (\$3.50).  
PUB DATE - 74 251P.

DESCRIPTORS - \*INSTRUCTIONAL AIDS;  
\*INSTRUCTIONAL MATERIALS;  
\*EDUCATIONAL RESOURCES; \*RESOURCE  
GUIDES  
IDENTIFIERS - \*LCW COST  
INSTRUCTIONAL MATERIALS

ABSTRACT - THIS DOCUMENT IS THE LATEST EDITION OF A GUIDE TO EDUCATIONAL MATERIALS OBTAINABLE FROM PUBLIC AND PRIVATE SOURCES AT LITTLE OR NO COST. AN ANNOTATION FOR EACH OF MORE THAN 2,800 ITEMS

INCLUDED A DESCRIPTION OF THE ITEM, ITS SIZE, PRICE, AND OFFERING INFORMATION. ENTRIES ARE ARRANGED ALPHABETICALLY BY SUBJECT HEADINGS, CROSS-REFERENCED, AND INDEXED. AMONG THE AIDS LISTED ARE PAMPHLETS, CHARTS, MAPS, OUTLINES, UNITS, ACTIVITIES, PROJECTS AND FILMS. (KH)

#### VT 101 044

HATTSTAEDT, MARY JANE  
DEVELOPMENT AND USE OF CHALLENGE EXAMS FOR CLINICAL LABORATORY NURSING II. PART I.

PIMA COMMUNITY COLL., TUCSON, ARIZ.  
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (OHEW/OE), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 03JUL74 200P.

DESCRIPTORS - \*NURSING;  
\*EQUIVALENCY TESTS; PEDIATRICS TRAINING; CLINICAL EXPERIENCE;  
\*MATERIAL DEVELOPMENT; \*PROGRAMED MATERIALS; INDEPENDENT STUDY;  
STANDARDIZED TESTS; \*CRITERION REFERENCED TESTS

ABSTRACT - DESIGNED FOR NURSING II STUDENTS WITH PREVIOUS WORK EXPERIENCE, THIS PACKET OF CLINICAL CHALLENGE EXAMINATIONS COULD BE USED TO AVOID NEEDLESS REPETITION OF TRAINING. THE MATERIALS, DEVELOPED FROM APRIL 5 TO JUNE 30, 1974, INCLUDE CHALLENGE METHODS, CLINICAL CHALLENGE EXAMINATION OBJECTIVES, SELF STUDY GUIDES, AND PERFORMANCE EVALUATION TOOLS FOR PEDIATRIC, GERIATRIC, AND OBSTETRIC CLINICAL LABORATORIES. EACH OF THE THREE CLINICAL EXAMINATIONS HAS TWO OR MORE PARTS AND TO PROVE MASTERY OF ANY ONE AREA, STUDENTS MUST SUCCESSFULLY COMPLETE ALL PARTS. THE APPENDIX CONTAINS PERFORMANCE EVALUATION TOOLS FOR I.V. FLUID THERAPY, GIVING ORAL MEDICATIONS, A NURSING CARE PLAN, TEACHING-LEARNING SUGGESTIONS AND PATIENT PROBLEMS ANALYSIS. ALL OF THESE INSTRUMENTS ARE APPLICABLE TO A VARIETY OF CLINICAL SETTINGS NOT UNIQUE TO THE THREE AREAS OF PEDIATRICS, GERIATRICS, AND OBSTETRICS. AN ANNOTATED BIBLIOGRAPHY IS INCLUDED IN THE REPORT. (KH)

#### VT 101 045

RESEARCH IN MODERN MATHEMATICS AS APPLIED TO MACHINE TRADES. FINAL REPORT. MODERN MATHEMATICS AS APPLIED TO MACHINE TRADES. VOLUMES I AND II.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (OHEW/OE), WASHINGTON, D.C.; INDIANA STATE DEPT. OF PUBLIC INSTRUCTION, INDIANAPOLIS.

DIV. OF VOCATIONAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 700P.

DESCRIPTORS - \*MATHEMATICAL APPLICATIONS; \*MODERN MATHEMATICS; \*MACHINE TOOL OPERATORS; \*TRADE AND INDUSTRIAL EDUCATION; TEXTBOOKS

ABSTRACT - THIS DOCUMENT CONTAINS A REPORT OF A PROJECT TO DEVELOP RELATED MATHEMATICS MATERIALS FOR THE MACHINE TRADES USING MODERN TERMINOLOGY AND APPROACH. GOALS OF THE PROJECT WERE ESTABLISHED, BASIC OPERATIONS IN THE MACHINE TRADES WERE IDENTIFIED, AND TECHNICAL INFORMATION SHEETS FORMALIZED. THE BULK OF THE DOCUMENT IS THE RESULT OF THE RESEARCH IN THE 2-VOLUME TEXTBOOK, "MODERN MATHEMATICS AS APPLIED TO THE MACHINE TRADES." IN EACH OF THE TWO VOLUMES 75 TECHNICAL INFORMATION SHEETS CONTAIN OBJECTIVES, TECHNICAL INFORMATION, EXERCISES, AND ANSWERS. VOLUME 1 IS DESIGNED FOR FIRST YEAR MACHINE TOOL TECHNOLOGY STUDENTS AND VOLUME 2 IS DESIGNED FOR STUDENTS IN THE SECOND YEAR. IT IS ADVISED THAT ALL TEACHERS PLANNING TO USE THE VOLUMES PARTICIPATE IN INSERVICE WORKSHOPS OR TAKE AT LEAST ONE CLASS EMPHASIZING MODERN MATHEMATICS. (AUTHOR/MU)

#### VT 101 046

GUIDELINE OF CAREER EDUCATION ACTIVITIES. A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK.

BISMARCK PUBLIC SCHOOLS, N. DAK.  
OFFICE OF EDUCATION (OHEW), WASHINGTON, D.C.; NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - SEP72 30P.

DESCRIPTORS - \*CAREER EDUCATION; \*INDUSTRIAL ARTS; \*CAREER OPPORTUNITIES; \*TEACHING GUIDES; LESSON PLANS; JUNIOR HIGH SCHOOL STUDENTS; \*OCCUPATIONAL CLUSTERS; OCCUPATIONAL INFORMATION

ABSTRACT - AS PART OF A STATEWIDE PROGRAM IN CAREER EDUCATION, THIS TEACHING GUIDE FOR JUNIOR HIGH SCHOOL INDUSTRIAL ARTS IS DESIGNED TO PROVIDE STUDENTS WITH OCCUPATIONAL EXPLORATION ACTIVITIES INCLUDING CLASSROOM, SHOP, AND FIELD EXPERIENCES. ACTIVITY SHEETS IN THE PACKET PROVIDE BEHAVIORAL OBJECTIVES, ACTIVITIES WHICH CORRELATE WITH CAREER CLUSTERS IN INDUSTRIAL ARTS, SUGGESTED TEACHING TECHNIQUES AND LISTS OF RESOURCE

## BEST COPY AVAILABLE

MATERIALS FOR GIVEN GRADE LEVELS.  
GUIDELINES FOR SETTING UP FIELD  
TRIPS AND CONTACTING RESOURCE  
PERSONS ARE APPENDED, AS ARE THE  
ADDRESSES OF SUPPLIERS OF RESOURCE  
MATERIALS. (KH)

VT 101 047  
EXPLORATORY WORK STUDY. 1970-71.

NORFOLK PUBLIC SCHOOLS, VA. DEPT.  
OF SPECIAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 29P.

DESCRIPTORS - OCCUPATIONAL  
INFORMATION; \*SPECIAL EDUCATION;  
WORK STUDY PROGRAMS; SECONDARY  
GRADES; \*SOCIAL STUDIES UNITS;  
\*WORK ATTITUDES; WORK EXPERIENCE  
PROGRAMS; \*PROGRAM DESCRIPTIONS;  
\*EDUCABLE MENTALLY HANDICAPPED

ABSTRACT - INTENDED FOR USE IN  
TENTH GRADE SPECIAL EDUCATION  
CLASSES AS PART OF THE SOCIAL  
STUDIES CURRICULUM, THIS SPIRAL-  
BOUND TEACHING UNIT INTRODUCES THE  
NEW EDUCABLE MENTALLY HANDICAPPED  
STUDENTS TO THE BASIC CONCEPTS OF  
THE OCCUPATIONAL WORK EXPERIENCE  
PROGRAM. FOLLOWING AN EXPLANATION  
OF THE PROGRAMS' PURPOSE AND  
METHOD OF OPERATION, IS A CHAPTER  
DEALING WITH ATTITUDES TOWARD THE  
WORLD OF WORK, INCLUDING  
INFORMATION NECESSARY FOR  
EMPLOYMENT. SAMPLE APPLICATION  
FORMS AND WORK PERMITS IN THIS  
SECTION COULD BE DUPLICATED FOR  
CLASSROOM PRACTICE. A LIST OF SOME  
53 JOB DESCRIPTIONS WRITTEN IN  
SIMPLE LANGUAGE COMPLETES THE  
UNIT. (KH)

VT 101 048  
PERSONALITY DEVELOPMENT.

OHIO STATE UNIV., COLUMBUS.  
DISTRIBUTIVE EDUCATION MATERIALS  
LAB.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 30P.

DESCRIPTORS - \*ADULT EDUCATION;  
PERSONALITY DEVELOPMENT;  
\*TEACHING GUIDES; TEACHING  
METHODS; \*INSTRUCTIONAL MATERIALS;  
COURSE CONTENT

ABSTRACT - THIS TEACHING GUIDE FOR  
A COURSE IN PERSONALITY  
DEVELOPMENT CONTAINS AN OUTLINE OF  
MATERIAL TO BE COVERED IN SIX  
SESSIONS. DESIGNED FOR USE IN AN  
ADULT EDUCATION PROGRAM, THE GUIDE  
COVERS SUCH AREAS AS PERSONALITY  
INVENTORIES, EFFECTIVE  
COMMUNICATION, SUGGESTIONS FOR  
SPEECH-MAKING, AND ELEMENTS OF  
HUMAN UNDERSTANDING. DETAILED  
TEACHING SUGGESTIONS ARE PROVIDED  
AS WELL AS SAMPLE HANDOUT SHEETS  
WHICH CORRELATE WITH THE CLASSROOM  
INSTRUCTION. (KH)

VT 101 049  
THE MONTGOMERY WARD PRE-CHRISTMAS  
TRAINING MANUAL.

MONTGOMERY WARD CO., AKRON, OHIO.;  
OHIO STATE UNIV., COLUMBUS.  
DISTRIBUTIVE EDUCATION MATERIALS  
LAB.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUN69 125P.

DESCRIPTORS - \*MANUALS; \*SALES  
WORKERS; COURSE CONTENT; \*TRAINING  
TECHNIQUES; \*ADULT EDUCATION;  
GROUP INSTRUCTION; \*INSTRUCTIONAL  
MATERIALS; SALES OCCUPATIONS;  
DISTRIBUTIVE EDUCATION; \*RETAILING

ABSTRACT - THE PURPOSE OF THIS  
MANUAL IS TO PROVIDE THE CLASSROOM  
INSTRUCTOR WITH A DETAILED COURSE  
OUTLINE FOR TRAINING EFFICIENT  
MONTGOMERY WARDS SALESPERSONS.  
ALTHOUGH DESIGNED FOR EIGHT 2-HOUR  
SESSIONS, THE MATERIAL IS FLEXIBLY  
PRESENTED FOR ADAPTATION TO  
VARIOUS SCHEDULES. THE LEFT HAND  
COLUMN OF THE OUTLINE DESCRIBES  
THE CONCEPTS TO BE TAUGHT, WHILE  
THE RIGHT HAND COLUMN GIVES THE  
SUGGESTED METHODOLOGY. DIRECTIONS  
FOR OBTAINING THE NECESSARY AUDIO-  
VISUAL MATERIALS ARE INCLUDED IN  
THE MANUAL AS ARE SAMPLE  
TRANSPARENCIES TO BE PROCESSED BY  
THE INSTRUCTOR. THE COURSE COVERS  
SUCH TOPICS AS SALES TECHNIQUES,  
CASH REGISTER PROCEDURES, COMPANY  
POLICIES AND STORE SECURITY. (KH)

VT 101 050  
TUTH, ELIZABETH ANN.  
MYSTERY OF SELLING TO WOMEN.

OHIO STATE UNIV., COLUMBUS.  
DISTRIBUTIVE EDUCATION MATERIALS  
LAB.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 94P.

DESCRIPTORS - \*MANUALS;  
\*SALESMANSHIP; INDIVIDUAL STUDY;  
MOTIVATION TECHNIQUES;  
COMMUNICATION SKILLS;  
\*INSTRUCTIONAL MATERIALS;  
\*FEMALES; \*RETAILING

ABSTRACT - THIS MANUAL OF  
SALESMANSHIP TECHNIQUES FOR  
SELLING TO WOMEN PROSPECTS IS  
CONSTRUCTED TO BE APPLICABLE TO  
BOTH CLASSROOM TEACHING AND SELF-  
INSTRUCTION. THE MANY SELF-  
DEVELOPMENT MATERIALS CONTAINED IN  
THE GUIDE COULD BE USEFUL TO  
SUPERVISORS AND EXECUTIVES AS WELL  
AS TO SALESPERSONS. THE COURSE  
OFFERS SUGGESTIONS FOR THE  
APPLICATION OF MODERN TECHNIQUES  
OF MOTIVATION, COMMUNICATION, AND  
HUMAN ENGINEERING TO RETAIL  
SELLING. RELATED MATERIALS ON  
SALES METHODS ARE APPENDED ALONG  
WITH A GLOSSARY OF TERMS AND A

## BIBLIOGRAPHY. (KH) BEST COPY AVAILABLE

VT 101 051

THE NEWSPAPER AS A TEACHING  
DEVICE.BOWLING GREEN STATE UNIV., OHIO.;  
OHIO STATE UNIV., COLUMBUS.  
DISTRIBUTIVE EDUCATION MATERIALS  
LAB.

MF AVAILABLE IN VT-ERIC SET.

PUB DATE - NO 34P.

DESCRIPTORS - \*DISTRIBUTIVE  
EDUCATION; \*NEWSPAPERS; \*ACTIVITY  
UNITS; \*MANUALS; SKILL  
DEVELOPMENT; \*TEACHING GUIDES;  
TEACHING METHODSABSTRACT - THE VARIOUS TEACHING  
METHODS IN THIS MANUAL, WITH THE  
NEWSPAPER AS THE PRIMARY  
INSTRUMENT FOR LEARNING, HAVE BEEN  
LISTED UNDER MAJOR UNITS TAUGHT IN  
MOST DISTRIBUTIVE EDUCATION  
PROGRAMS. SUGGESTIONS ARE GIVEN  
FOR USING A DAILY NEWSPAPER TO  
TEACH ADVERTISING, BUSINESS  
COMMUNICATION, PRICING POLICY,  
DISPLAY, JOB APPLICATION,  
ECONOMICS AND OTHER SKILLS THAT  
CAN BE APPLIED TO THE STUDENTS'  
WORK EXPERIENCES. EACH UNIT  
INCLUDES A LIST OF OBJECTIVES  
FOLLOWED BY A TEACHING PLAN  
CONSISTING OF TOPICS TO BE COVERED  
AND THE CORRESPONDING TECHNIQUES  
FOR INSTRUCTION. (KH)

VT 101 052

KOENINGER, JIMMY G.; KOENINGER,  
GLEN  
THE CONSUMER'S PURCHASING AGENT--  
THE RETAIL BUYER.MF AVAILABLE IN VT-ERIC SET.  
DISTRIBUTIVE EDUCATION MATERIALS  
LAB., OHIO STATE UNIV., 1885 NEIL  
AVENUE, 115 TOWNSHEND HALL,  
COLUMBUS, OHIO 43210.  
PUB DATE - JAN 72 55P.DESCRIPTORS - \*DISTRIBUTIVE  
EDUCATION; \*RETAILING;  
\*MERCHANDISING; \*MARKETING;  
\*PURCHASINGABSTRACT - THIS MANUAL WAS  
DEVELOPED TO PROVIDE DISTRIBUTIVE  
EDUCATION TEACHER-COORDINATORS  
WITH INSTRUCTIONAL MATERIALS THAT  
CAN BE USED TO SUPPLEMENT EXISTING  
TEXTBOOK OFFERINGS IN THE AREA OF  
RETAIL BUYING. THE MANUAL CONTAINS  
FOUR SECTIONS ON OUTLINE,  
REFERENCES, ACTIVITY MATERIALS,  
AND TRANSPARENCY MASTERS. THE  
TEACHING GUIDE IS DIVIDED INTO  
FOUR COLUMNS. THE FIRST COLUMN  
INCLUDES A SUGGESTED INSTRUCTIONAL  
OUTLINE. COLUMN TWO, WITH THE  
HEADING "I" IDENTIFIES THE  
TRANSPARENCY THAT CORRESPONDS WITH  
THE OUTLINE. THE THIRD COLUMN  
DENOTES THE STUDENT ACTIVITY THATCORRESPONDS WITH THE OUTLINE AND  
COLUMN FOUR GIVES SUGGESTIONS AND  
REFERENCES. CONTENT COVERS THE  
FOLLOWING TOPICS: (1) THE ROLE OF  
RETAILING, (2) DETERMINING WHAT  
MERCHANDISE TO BUY, (3) SELECTING  
BUYING SOURCES, (4) NEGOTIATING  
FOR MERCHANDISE, AND (5) THE  
MERCHANDISE ORDER. (AUTHOR/MU)

VT 101 053

SHOP PROJECTS.

OKLAHOMA STATE DEPT. OF VOCATIONAL  
AND TECHNICAL EDUCATION,  
STILLWATER. CURRICULUM AND  
INSTRUCTIONAL MATERIALS CENTER.  
DOCUMENT NOT AVAILABLE IN VT-ERIC  
SET.  
PUB DATE - 73 100P.DESCRIPTORS - \*VOCATIONAL  
AGRICULTURE; \*SHOP CURRICULUM;  
\*AGRICULTURAL MACHINERY;  
EQUIPMENT; \*ILLUSTRATIONS;  
\*TEACHER DEVELOPED MATERIALSABSTRACT - VOCATIONAL AGRICULTURE  
TEACHERS IN OKLAHOMA PREPARED THE  
SHOP PROJECT DRAWINGS WHICH  
COMPRISE THIS DOCUMENT. THE  
DRAWINGS INCLUDE LISTS OF  
MATERIALS AND MEASUREMENTS FOR  
BUILDING SEVERAL DOZEN DIFFERENT  
ITEMS OF FARM EQUIPMENT SUCH AS  
TRAILERS, RACKS, CHUTES, FEEDERS,  
GATES, TABLES, AND CRATES. (MF)

VT 101 054

ORIENTATION TO MARKETING CAREERS.

FLORIDA STATE DEPT. OF EDUCATION,  
TALLAHASSEE. DIV. OF VOCATIONAL,  
TECHNICAL AND ADULT EDUCATION.  
DOCUMENT NOT AVAILABLE IN VT-ERIC  
SET.  
PUB DATE - 74 330P.DESCRIPTORS - \*DISTRIBUTIVE  
EDUCATION; \*MARKETING;  
\*OCCUPATIONAL INFORMATION;  
\*CURRICULUM GUIDES; TEACHING  
GUIDES; \*CAREER OPPORTUNITIESABSTRACT - THIS CURRICULUM GUIDE,  
DEVELOPED AROUND THE EIGHT  
MARKETING FUNCTIONS, CONTAINS A  
TEACHING GUIDE AND A SECTION OF  
STUDENT MATERIALS FOR A 6 OR 9-  
WEEK UNIT OF INSTRUCTION AT THE  
MIDDLE OR JUNIOR HIGH SCHOOL  
LEVEL. THE TEACHING GUIDE CONTAINS  
SUBJECT MATTER CONCEPTS OF  
MARKETING FUNCTIONS AND  
INDUSTRIES, LEARNING ACTIVITIES,  
RESOURCES, AND KEYS TO TESTS. THE  
STUDENT SECTION CONTAINS HANDOUTS,  
PRE-AND POSTTESTS, AND SPECIAL  
RESOURCES. MATERIAL IS KEYS TO  
THE LEARNING OBJECTIVES OF  
OCCUPATIONAL INFORMATION,  
MARKETING ACTIVITIES, AND TYPES OF  
MARKETING BUSINESSES. THE GUIDE IS  
ORGANIZED SO THAT THE TEACHER MAY  
USE ONE UNIT OR MORE AS BEST FITS



THE NEEDS OF THE COURSE IN OCCUPATIONAL ORIENTATION IN WHICH IT IS USED. (MU)

VT 101 055  
COWAN, EARL, AND OTHERS  
WELDING.

OKLAHOMA STATE BOARD FOR VOCATIONAL EDUCATION, STILLWATER. DIV. OF TECHNICAL EDUCATION. DOCUMENT NOT AVAILABLE IN VT-ERIC SET.  
PUB DATE - 74 360P.

DESCRIPTORS - \*STATE CURRICULUM GUIDES; \*WELDING; \*TRADE AND INDUSTRIAL EDUCATION; \*TEACHING GUIDES; \*METAL WORKING OCCUPATIONS IDENTIFIERS - \*OKLAHOMA

ABSTRACT - THIS CURRICULUM GUIDE IS DESIGNED TO PROVIDE A BASIC CORE OF WELDING INSTRUCTION FOR VOCATIONAL EDUCATION IN OKLAHOMA. THE GUIDE INCLUDES SIX AREAS OF SUBJECT MATTER PROVIDING TWO OR MORE UNITS OF INSTRUCTION IN EACH AREA. EACH UNIT IS BASED ON BEHAVIORAL OBJECTIVES TO PROVIDE DIRECTION TO THE TEACHING-LEARNING PROCESS AND CONTAINS SUGGESTED ACTIVITIES, INFORMATION SHEETS, TRANSPARENCY MASTERS, JOB SHEETS, AND ASSIGNMENT SHEETS. SUBJECT MATTER INCLUDES SAFETY PRACTICES, METALS, BASIC BLUEPRINT READING, AND OXYACETYLENE, ARC, AND GAS ARC WELDING. RELATED MATERIALS INCLUDE INFORMATION ON PARLIAMENTARY PROCEDURE, PUBLIC SPEAKING, LEADERSHIP, JOB APPLICATION, AND MEASUREMENTS USED IN THE INDUSTRY. (MU)

VT 101 056  
AUTO MECHANICS WORKBOOK. PART 4.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF INDUSTRIAL EDUCATION. DOCUMENT NOT AVAILABLE IN VT-ERIC SET.  
CALIFORNIA STATE DEPT. OF EDUCATION, BUSINESS SERVICE SECTION, TEXTBOOK AND PUBLICATION SALES, 721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814.  
PUB DATE - 73 167P.

DESCRIPTORS - \*WORKBOOKS; \*AUTO MECHANICS; \*APPRENTICESHIPS; ON THE JOB TRAINING; \*TRADE AND INDUSTRIAL EDUCATION; \*INSTRUCTIONAL MATERIALS

ABSTRACT - WRITTEN FOR A 4-YEAR APPRENTICESHIP TRAINING PROGRAM, THIS WORKBOOK PROVIDES CURRENT, ACCURATE INFORMATION NEEDED TO MEET THE TECHNICAL DEMANDS OF THE AUTO MECHANICS TRADE. FOR EACH TOPIC COVERED IN THE MANUAL, A LIST OF STUDY ASSIGNMENTS IS FOLLOWED BY A STUDY GUIDE,

REQUIRING SHORT COMPLETION ANSWERS FROM THE STUDENT. AN ASSIGNMENT CHECKLIST IS PROVIDED WITH THE TABLE OF CONTENTS TO GIVE AN ACCURATE RECORD OF THE WORK COMPLETED AND TO AVOID DUPLICATION OF TRAINING. (KH)

VT 101 057  
URBAN, STANLEY J., ED.; TSUJI, THOMAS, ED.  
THE SPECIAL NEEDS STUDENT IN VOCATIONAL EDUCATION: SELECTED READINGS.

MSS INFORMATION CORP., NEW YORK, N.Y. DOCUMENT NOT AVAILABLE IN VT-ERIC SET.  
MSS INFORMATION CORP., 655 MADISON AVE., N.Y., N.Y. 10021 (\$7.50)  
PUB DATE - JUN74 286P.

DESCRIPTORS - \*SPECIAL EDUCATION; \*VOCATIONAL EDUCATION; \*HANDICAPPED STUDENTS; EDUCABLE MENTALLY HANDICAPPED; PHYSICALLY HANDICAPPED; \*DISADVANTAGED YOUTH; EMPLOYMENT POTENTIAL; FEDERAL LAWS; \*RESOURCE MATERIALS

ABSTRACT - A BOOK ABOUT "SPECIAL NEEDS" CHILDREN IN VOCATIONAL EDUCATION, THIS VOLUME FOCUSES ON IDEAS AND ISSUES RELATED TO THE GENERAL PROBLEM OF DELIVERING SPECIAL EDUCATIONAL SERVICES; THE ROLE OF LAW IN ASSURING THAT THE SPECIAL NEEDS CHILD RECEIVES VOCATIONAL TRAINING; HANDICAPPED AND DISADVANTAGED CHILDREN IN VOCATIONAL EDUCATION CLASSES; CAREER EDUCATION AND THE CHILD WITH SPECIAL NEEDS; THE IMPORTANCE OF PROPER PERSONNEL IN IMPLEMENTING PROGRAMS; AND THE IMPORTANCE OF UNDERSTANDING SOURCES OF ASSISTANCE. THE BOOK IS AIMED AT THE CURRENT OR POTENTIAL VOCATIONAL EDUCATOR WHO HAS LITTLE BACKGROUND IN THE EDUCATION OF THE HANDICAPPED OR DISADVANTAGED. ARTICLES ARE FROM A WIDE VARIETY OF SOURCES, SOME EMPIRICAL AND OTHERS DESCRIPTIVE. OPPOSING VIEWPOINTS ARE PRESENTED TO SHOW THAT THERE IS NOT NECESSARILY ONE BEST WAY TO PROVIDE FOR SPECIAL STUDENTS. (MF)

VT 101 058  
CAREER DEVELOPMENT. PUPIL POTENTIALS LABS. STUDENT.

ROBBINSDALE INDEPENDENT SCHOOL DISTRICT 281, MINN. MINNESOTA ENVIRONMENTAL SCIENCES FOUNDATION, INV., MINNEAPOLIS. DOCUMENT NOT AVAILABLE IN VT-ERIC SET.  
PUB DATE - AUG72 13P.

DESCRIPTORS - \*CAREER EDUCATION; \*VOCATIONAL DEVELOPMENT; \*OCCUPATIONAL GUIDANCE;

VOCATIONAL INTERESTS;  
\*EDUCATIONAL INTEREST; INTERACTION  
IDENTIFIERS - \*HOSTERMAN JUNIOR  
HIGH SCHOOL

ABSTRACT - TO INCREASE CAREER  
AWARENESS AMONG THE STUDENTS OF  
HOSTERMAN JUNIOR HIGH SCHOOL IN  
THE MINNEAPOLIS AREA, THIS STUDY  
GUIDE PROVIDES A MEANS OF  
IDENTIFYING AND INVESTIGATING  
OCCUPATIONS OF INTEREST TO  
INDIVIDUAL STUDENTS BY INTERACTION  
WITH THE STAFF MEMBERS OF THE  
SCHOOL. INFORMATION IS GIVEN FOR  
ARRANGING INTERVIEWS WITH STAFF  
MEMBERS WHOSE WORK OR HOBBY  
EXPERIENCES CAN INCREASE THE  
STUDENT'S SELF CONCEPT AND  
REINFORCE HIS OCCUPATIONAL OR  
EDUCATIONAL INTERESTS AND IDEAS  
ABOUT A POSSIBLE CAREER. A  
DIRECTORY OF THE HOSTERMAN JUNIOR  
HIGH SCHOOL FOR USE IN CONNECTION  
WITH THIS GUIDE IS AVAILABLE AS VT  
101 018. (MU)

VT 101 059  
CAREER DEVELOPMENT. PUPILS  
POTENTIALS LABS. PARENT PACKET.

ROBERTSDALE INDEPENDENT SCHOOL  
DISTRICT 291, MINN.  
MINNESOTA ENVIRONMENTAL SCIENCES  
FOUNDATION, INC., MINNEAPOLIS.  
DOCUMENT NOT AVAILABLE IN VT-ERIC  
SET.  
PUB DATE - AUG 72 15P.

DESCRIPTORS - \*OCCUPATIONAL  
DEVELOPMENT; \*CAREER  
OPPORTUNITIES; \*OCCUPATIONAL  
GUIDANCE; \*PARENT ROLE; \*PARENT  
SCHOOL RELATIONSHIP; PARENT  
TEACHER COOPERATION; PARENT  
STUDENT RELATIONSHIP

ABSTRACT - TO AID THE PARENTS OF  
STUDENTS IN HOSTERMAN JUNIOR HIGH  
SCHOOL IN ENLARGING THEIR  
CHILDREN'S CAREER CHOICES, THIS  
GUIDE PROVIDES THEM WITH  
INFORMATION ABOUT THE SCHOOL AND  
ITS WORK IN CAREER GUIDANCE. THE  
ACTIVITIES PROVIDED TO ENCOURAGE  
INTERACTIONS OF STUDENTS AND  
SCHOOL STAFF MEMBERS ARE EXPLAINED  
AND ACTIVE PARTICIPATION OF  
PARENTS IS SUGGESTED. PARENTS ARE  
ENCOURAGED TO DISCUSS THEIR OWN  
WORK WITH STUDENTS AS WELL AS THE  
OCCUPATIONS THEY LEARN OF IN THEIR  
OWN JOBS. (MU)

VT 101 060  
PERALFS, AURORA, ED., AND OTHERS  
COMMUNITY HEALTH WORKER PROGRAM  
MANUAL.

CALIFORNIA MEDICAL EDUCATION AND  
RESEARCH FOUNDATION, SAN  
FRANCISCO.  
DOCUMENT NOT AVAILABLE IN VT-ERIC  
SET.  
PUB DATE - MAY 74 175P.

DESCRIPTORS - \*HEALTH PERSONNEL;  
\*HEALTH OCCUPATIONS; \*PROGRAM  
GUIDES; \*ADMINISTRATOR GUIDES;  
\*HEALTH OCCUPATIONS EDUCATION;  
COMMUNITY HEALTH SERVICES; MANUALS  
IDENTIFIERS - \*CALIFORNIA

ABSTRACT - TO PROVIDE INFORMATION  
FOR PERSONS WHO ARE SETTING UP  
TRAINING PROGRAMS FOR COMMUNITY  
HEALTH WORKERS, THIS MANUAL  
DESCRIBES THE DUTIES AND DEFINES  
THE ROLE OF THIS NEWCOMER TO THE  
FIELD OF HEALTH CARE OCCUPATIONS.  
A SET OF BEHAVIORAL OBJECTIVES  
PROVIDES A SUGGESTED OUTLINE OF  
THE COURSE CONTENT NEEDED IN A  
TRAINING PROGRAM FOR THE  
OCCUPATION. INFORMATION ON  
PLANNING AND IMPLEMENTING THE  
PROGRAM DETAILS WHAT KINDS OF  
COMMUNITY SURVEYS TO MAKE AND HOW  
TO FORM AN ADVISORY COMMITTEE FOR  
DEVELOPING A SUITABLE CURRICULUM.  
A STEP-BY-STEP GUIDE IS GIVEN FOR  
THINKING THROUGH THE TASK ANALYSIS  
AND CURRICULUM NEEDS, MAKING  
DECISIONS CONCERNING THE USE OF AN  
EXISTING EDUCATIONAL INSTITUTION,  
OR WORKING WITHIN ONE OF THE  
CALIFORNIA COMMUNITY COLLEGES. A  
SUGGESTED CURRICULUM DIVIDES THE  
MATERIAL INTO TWO PARTS, A HUMAN  
SERVICE ELEMENT AND HEALTH CARE  
SKILLS. METHODS OF SUPERVISING THE  
COMMUNITY HEALTH WORKER ARE  
EXAMINED. (MU)

VT 101 061  
RICH, JAMES R., JR.  
GETTING THE RIGHT JOB.

CHOFFIN VOCATIONAL CENTER,  
YOUNGSTOWN, OHIO.; OHIO STATE  
UNIV., COLUMBUS. DISTRIBUTIVE  
EDUCATION MATERIALS LAB.  
DOCUMENT NOT AVAILABLE IN VT-ERIC  
SET.  
PUB DATE - 69 75P.

DESCRIPTORS - \*DISTRIBUTIVE  
EDUCATION; \*TEACHING GUIDES;  
TEACHER DEVELOPED MATERIALS;  
\*INSTRUCTIONAL MATERIALS; COURSE  
CONTENT; \*EMPLOYMENT  
QUALIFICATIONS; \*JOB APPLICATION;  
COOPERATIVE EDUCATION; PROJECT  
TRAINING METHODS

ABSTRACT - THIS FLEXIBLE 2-WEEK  
UNIT FOR DISTRIBUTIVE EDUCATION  
COORDINATORS WAS WRITTEN TO HELP  
PREPARE STUDENTS INTENDING TO  
APPLY FOR JOB TRAINING STATIONS.  
COURSE CONTENT IS LISTED ON THE  
LEFT HAND SIDE OF EACH PAGE AND  
THE CORRESPONDING TEACHING  
SUGGESTIONS ON THE RIGHT. THE UNIT  
IS DIVIDED INTO SIX TOPICS: (1)  
CAREER OBJECTIVES, (2) THE LETTER  
OF APPLICATION, (3) THE PERSONAL  
DATA SHEET, (4) GOOD BUSINESS  
GROOMING, (5) EMPLOYMENT  
APPLICATIONS, AND (6) JOB

INTERVIEWS. EACH TOPIC HAS ITS OWN SET OF TRANSPARENCY ORIGINALS FROM WHICH DITTO COPIES CAN BE MADE FOR PASS-OUT MATERIAL. (KH)

VT 101 062  
FLOOR COVERING. PART I. RESILIENT COVERINGS. WORKBOOK. (REVISED EDITION).

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF INDUSTRIAL EDUCATION.  
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.

CALIFORNIA STATE DEPT. OF EDUCATION, BUSINESS SERVICE SECTION, TEXTBOOK AND PUBLICATION SALES, 721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814.  
PUB DATE - 73 309P.

DESCRIPTORS - \*ARCHITECTURAL ELEMENTS; \*FLOOR LAYERS; \*FLOORING; \*WORKBOOKS; \*TRADE AND INDUSTRIAL EDUCATION; BUILDING TRADES; SUPPLEMENTARY TEXTBOOKS; CONSTRUCTION (PROCESS)

ABSTRACT - THIS COURSE OUTLINE PROVIDES INSTRUCTORS OF APPRENTICESHIP PROGRAMS WITH TEN UNITS OF INFORMATION ABOUT RESILIENT FLOOR COVERINGS. OVER 50 TOPICS ARE INCLUDED, EACH CONTAINING SUBJECT MATTER INFORMATION AND A STUDY GUIDE WHICH CAN BE USED AS A WORKBOOK. MANY WORKING DRAWINGS ILLUSTRATE THE SUBJECT MATTER WHICH CONTAINS INFORMATION ON THE TRADE, BLUEPRINT READING, RELATED MATHEMATICS, SURFACE PREPARATION, TILE INSTALLATION, COVING SHEET GOODS, AND REPAIR AND MAINTENANCE. A GLOSSARY OF TERMS IS INCLUDED.  
(MU)

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## INSTRUCTIONAL MATERIALS SUBJECT INDEX

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are listed in alphabetical order.

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VT 100 009	3
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VT 100 144	37
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BIBLIOGRAPHY. FINAL REPORT.		THE MONTGOMERY WARD	
VOLUME II.		PRE-CHRISTMAS TRAINING MANUAL.	
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VT 101 005	938	VT 101 016	941
EVALUATION OF		CHEMICAL FEATURES OF SOIL.	
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VT 101 008	939	VT 101 036	947
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VT 101 009	940	<u>APICULTURE</u>	
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DEVELOPMENT PROJECT. MUSKEGON		INDIVIDUALIZED STUDY GUIDE ON	
PUBLIC SCHOOLS. CURRICULUM		APICULTURE. INSTRUCTOR'S	
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		HORTICULTURE.	



RESEARCH  
MATERIALS  
SECTION  
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## RESEARCH MATERIALS ABSTRACTS

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VT 101 063  
RESEARCH AND DEVELOPMENT PROJECT  
IN CAREER EDUCATION. FINAL REPORT.

SCHOOL ADMINISTRATIVE DISTRICT 9,  
FARMINGTON, MAINE.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
IF AVAILABLE IN VT-ERIC SET.  
OEG-0-72-0775  
PUB DATE - 15SEP73 98P.

DESCRIPTORS - \*CAREER EDUCATION;  
GUIDANCE COUNSELING; \*VOCATIONAL  
DEVELOPMENT; \*VOCATIONAL  
EDUCATION; \*OCCUPATIONAL GUIDANCE;  
EDUCATIONAL IMPROVEMENT;  
ELEMENTARY EDUCATION; SECONDARY  
EDUCATION

IDENTIFIERS - \*SCHOOL  
ADMINISTRATIVE DISTRICT 9 OF MAINE

ABSTRACT - THIS FINAL REPORT  
DESCRIBES A PROJECT FROM FEBRUARY  
24, 1972 TO JULY 23, 1973 INTENDED  
TO INTRODUCE CAREER EDUCATION INTO  
THE SCHOOL ADMINISTRATIVE DISTRICT  
9 OF MAINE. THE 11 SCHOOLS IN THE  
DISTRICT SERVE 3,276 PUPILS IN A  
RURAL SETTING WITH SCHOOLS  
SCATTERED IN A 32-MILE RADIUS FROM  
THE ADMINISTRATIVE CENTER. THE  
STRATEGIES USED INCLUDED USING THE  
TWO CURRENTLY EMPLOYED COUNSELORS  
AS CO-DIRECTORS OF THE PROJECT AND  
INTERESTED TEACHERS AS CHANGE  
AGENTS FOR PROMOTING CAREER  
EDUCATION CONCEPTS AND DEVOTING  
THE FIRST YEAR TO PLANNING. A  
TEACHER WORKSHOP AT THE CLOSE OF  
THE FIRST YEAR WAS JUDGED BY  
PARTICIPANTS AS MOST SUCCESSFUL.  
CONTINUOUS EVALUATIONS OF PROJECT  
EFFORTS WERE MADE BY EDUCATORS  
FROM THE UNIVERSITY OF MAINE-  
FARMINGTON; A RESOURCE CENTER WAS  
EXTENDED TO SERVE THE PROGRAM;  
ADDED COUNSELORS AND TEACHERS WERE  
CONTRACTED FOR; AND THE COMMUNITY  
WAS GRADUALLY INVOLVED AND  
DIRECTLY RELATED TO SPECIFIC  
SCHOOL PROGRAMS. (MU)

VT 101 064  
A COMPREHENSIVE VOCATIONAL  
EDUCATION PROGRAM FOR CAREER  
DEVELOPMENT IN GRADES K-14. FINAL  
REPORT. APPENDIX.

PINELLAS COUNTY DISTRICT SCHOOL  
BOARD, CLEARWATER, FLA.  
BUREAU OF OCCUPATIONAL AND ADULT  
EDUCATION (DHEW/OE), WASHINGTON,  
D.C.  
IF AVAILABLE IN VT-ERIC SET.  
OEG-0-72-0735  
PUB DATE - 30JUN73 710P.

DESCRIPTORS - \*CAREER EDUCATION;  
EDUCATIONAL OBJECTIVES; \*RELEVANCE  
(EDUCATION); \*OCCUPATIONAL  
GUIDANCE; \*INTEGRATED CURRICULUM;  
\*VOCATIONAL COUNSELING; ELEMENTARY  
EDUCATION; SECONDARY EDUCATION;  
POST SECONDARY EDUCATION

IDENTIFIERS - \*PINELLAS COUNTY  
SCHOOL SYSTEM; FLORIDA

ABSTRACT - THIS REPORT DOCUMENTS  
THE PROJECT TO INTRODUCE CAREER  
EDUCATION INTO THE SCHOOLS OF  
PINELLAS COUNTY, FLORIDA. GOALS,  
PROCEDURES, ACCOMPLISHMENTS, AND  
EVALUATIONS OF THE PROJECT ARE  
REVIEWED AND RECOMMENDATIONS ARE  
MADE. NINE PILOT SCHOOLS WITH  
COMBINED ENROLLMENTS OF OVER 3,000  
AND APPROXIMATELY 400 STAFF  
PARTICIPATED IN THE PILOT PROGRAMS  
INVOLVING ELEMENTARY, SECONDARY,  
AND POSTSECONDARY STUDENTS.  
INSERVICE TEACHER EDUCATION,  
STUDENT COUNSELING AND GUIDANCE,  
AND EVALUATION COMPONENTS WERE  
EMPHASIZED IN THE PROGRAM.  
RECOMMENDATIONS INCLUDED  
CONTINUATION AND GRADUAL EXPANSION  
OF THE PROGRAM IN THE SCHOOL  
SYSTEM WITH CONTINUING EMPHASIS ON  
GUIDANCE AND COUNSELING. A  
SEPARATELY BOUND APPENDIX CONTAINS  
INSTRUMENTS USED, PUBLICITY,  
COMMITTEES, QUARTERLY REPORTS, AND  
EVALUATIONS OF THE PROJECT.  
(AUTHOR/MU)

VT 101 065  
YOUNG, WILLIAM G.  
AN EXEMPLARY PROGRAM FOR  
OCCUPATIONAL PREPARATION. FINAL  
REPORT.

NEW ORLEANS PUBLIC SCHOOLS, LA.  
BUREAU OF ADULT, VOCATIONAL, AND  
TECHNICAL EDUCATION (DHEW/OE),  
WASHINGTON, D.C.  
IF AVAILABLE IN VT-ERIC SET.  
OEG-0-70-4783(361)  
PUB DATE - JUL73 200P.

DESCRIPTORS - \*VOCATIONAL  
DEVELOPMENT; \*CAREER EDUCATION;  
\*VOCATIONAL EDUCATION;  
\*OCCUPATIONAL GUIDANCE;  
\*DEVELOPMENTAL PROGRAMS; SECONDARY  
EDUCATION  
IDENTIFIERS - CAREER AWARENESS;  
\*NEW ORLEANS PUBLIC SCHOOLS

ABSTRACT - COVERING THE TIME  
PERIOD FROM SEPTEMBER 1970 TO JULY  
1973, THIS FINAL REPORT REVIEWS  
THE OVERALL GOALS, ACTIVITIES, AND  
ACCOMPLISHMENTS OF A PILOT PROJECT  
IN THE NEW ORLEANS PUBLIC SCHOOLS  
TO PROVIDE THE EXEMPLARY PROGRAM  
FOR OCCUPATIONAL PREPARATION  
(EPOP) FOR CHILDREN OF THE INNER  
CITY AREA. AT THE BEGINNING OF THE  
THIRD PROGRAM YEAR, TECHNICAL  
ASSISTANCE WAS EMPLOYED TO DEVELOP  
A COMPREHENSIVE EVALUATION DESIGN  
INCORPORATING PRODUCT AND PROCESS  
OBJECTIVES. THE RESULTING DOCUMENT  
ENABLED THE EPOP STAFF TO CLEARLY  
COMMUNICATE ITS OBJECTIVES AND  
DELINEATE RESPONSIBILITIES  
THROUGHOUT THE PROGRAM. PROCEDURES  
FOR MONITORING ACTIVITIES AND DATA  
COLLECTION ENHANCED THE LEVEL OF

PROGRAM OPERATIONS. MANY RESOURCES FOCUSED ON CLASSROOM ACTIVITIES TO DEVELOP OCCUPATIONAL AWARENESS. EXPLORATORY, SKILL, AND SEMI-SKILL TRAINING AT THE SECONDARY LEVEL WERE MADE AVAILABLE TO STUDENTS TO MEET THE BASIC GOALS OF THE PROGRAM. (AUTHOR/MU)

VT 101 066  
RESEARCH AND DEVELOPMENT PROJECTS IN CAREER EDUCATION. FINAL REPORT.

TEXAS EDUCATION AGENCY, AUSTIN.  
DEPT. OF OCCUPATIONAL EDUCATION AND TECHNOLOGY.  
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
DEG-O-72-0728  
PUB DATE - AUG73 339P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL DEVELOPMENT;  
\*VOCATIONAL EDUCATION; \*GUIDANCE COUNSELING; \*PROJECTS;  
OCCUPATIONAL GUIDANCE  
IDENTIFIERS - \*TEXAS; FORT WORTH INDEPENDENT SCHOOL DISTRICT;  
HARLANDALE INDEPENDENT SCHOOL DISTRICT; HOUSTON INDEPENDENT SCHOOL DISTRICT

ABSTRACT - THIS REPORT, COVERING THE TIME PERIOD FROM JANUARY 4, 1972 TO JULY 3, 1973 DESCRIBES PROJECTS DESIGNED TO FURTHER THE CAREER EDUCATION PROGRAMS IN THREE TEXAS SCHOOL DISTRICTS: HARLANDALE, FORT WORTH, AND HOUSTON. EMPHASIS ON OBJECTIVES VARIED AMONG THE THREE ACCORDING TO THE SCOPE OF PROGRAMS COMPLETED PRIOR TO THE PROJECTS. GOALS, PROCEDURES, ACCOMPLISHMENTS, EVALUATIONS, AND RECOMMENDATIONS ARE INCLUDED IN THIS ACCOUNTING WITH RECOMMENDATIONS THAT THE GUIDANCE AND COUNSELING COMPONENT BE STRENGTHENED, TEACHER TRAINING BE CONTINUED, AND EVALUATIVE TECHNIQUES BE REFINED. (MU)

VT 101 067  
AN EXEMPLARY COMPREHENSIVE OCCUPATIONAL ORIENTATION VOCATIONAL EDUCATION PROGRAM FOR TULSA PUBLIC SCHOOLS. FINAL REPORT. FINAL EVALUATION REPORT.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER.; TULSA PUBLIC SCHOOLS, OKLA.  
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
DEG-O-71-0530(361)  
PUB DATE - 73 210P.

DESCRIPTORS - VOCATIONAL EDUCATION; \*CAREER EDUCATION;  
\*EDUCATIONAL IMPROVEMENT;

\*DEVELOPMENTAL PROGRAMS;  
\*VOCATIONAL DEVELOPMENT;  
ELEMENTARY GRADES; SECONDARY GRADES; INNER CITY; DISADVANTAGED YOUTH  
IDENTIFIERS - \*TULSA PUBLIC SCHOOLS

ABSTRACT - THIS FINAL REPORT DOCUMENTS A PROJECT FROM ITS START IN MAY 1970 TO ITS FINISH IN AUGUST 1973 TO DEMONSTRATE A VOCATIONAL TRAINING PROGRAM FOR DISADVANTAGED STUDENTS FROM GRADE 5 THROUGH GRADE 12 IN THE INNER CITY SCHOOLS OF TULSA, OKLAHOMA. OCCUPATIONAL ORIENTATION IN THE ELEMENTARY SCHOOLS, EXPLORATION IN THE JUNIOR HIGH SCHOOLS, AND SKILL TRAINING IN THE HIGH SCHOOLS WERE DESIGNED TO ENRICH THE TRADITIONAL VOCATIONAL PROGRAMS. INTEREST AND INVOLVEMENT OF TEACHERS AND STUDENTS IN 13 ELEMENTARY AND 14 JUNIOR HIGH SCHOOLS AND VOCATIONAL TRAINING IN THE CONSTRUCTION AND SERVICE PROGRAMS OF GRADE 10 WERE INSTITUTED. COOPERATIVE AND REGULAR VOCATIONAL EDUCATION FOR GRADES 11 AND 12 OFFERED A WIDE CHOICE OF TRAINING IN THE REGULAR HIGH SCHOOLS AND THE AREA VOCATIONAL CENTER. PLANS FOR FUTURE PROGRAM ACTIVITIES INCLUDE MULTI-MEDIA TEACHING, INVOLVEMENT OF ADDITIONAL SCHOOLS, AND IMPLEMENTATION OF CAREER EDUCATION CONCEPTS. THE FINAL EVALUATION REPORT IS INCLUDED SEPARATELY. (MU)

VT 101 068  
MATTESON, HAROLD R., AND OTHERS  
FUNCTION-TASK-COMPETENCY APPROACH TO CURRICULUM DEVELOPMENT IN VOCATIONAL EDUCATION IN AGRICULTURE. PROFESSIONAL COMPETENCIES POSSESSED AND NEEDED BY VOCATIONAL INSTRUCTORS IN AGRICULTURE AND WHEN THEY SHOULD BE DEVELOPED.

WISCONSIN UNIV., MADISON. COLL. OF AGRICULTURAL AND LIFE SCIENCES.  
WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.  
MF AVAILABLE IN VT-ERIC SET.  
RR-2  
PUB DATE - AUG74 114P.

DESCRIPTORS - \*AGRICULTURAL EDUCATION; \*VOCATIONAL AGRICULTURE TEACHERS; \*VOCATIONAL AGRICULTURE; \*PERFORMANCE BASED TEACHER EDUCATION; \*PERFORMANCE FACTORS; VOCATIONAL EDUCATION; TEACHER EDUCATION CURRICULUM; EDUCATIONAL NEEDS

ABSTRACT - TO DETERMINE AND COMPARE THE COMPETENCIES NEEDED AND POSSESSED BY INSTRUCTORS IN AGRICULTURAL EDUCATION, QUESTIONNAIRES WERE SENT TO THE

SECONDARY AND POSTSECONDARY SCHOOL VOCATIONAL AGRICULTURAL EDUCATION INSTRUCTORS IN WISCONSIN. ALL OF THE 313 SECONDARY AND 72 POSTSECONDARY INSTRUCTORS TEACHING PRODUCTION AGRICULTURE AND 50 POSTSECONDARY INSTRUCTORS TEACHING NON-PRODUCTION AGRICULTURE WERE INCLUDED IN THE STUDY. DATA REVEALED 15 MAJOR FINDINGS INDICATING DIFFERENCES BETWEEN AND WITHIN THE THREE RESPONDENT GROUPS WHICH COULD SERVE AS AN INITIAL INPUT INTO THE DEVELOPMENT OF TEACHER EDUCATION CURRICULUMS. (MU)

#### VT 101 069

COMMUNITY RESOURCE MANAGEMENT TRAINING FOR KENTUCKY PROBATION AND PAROLE OFFICERS. REPORT OF A PILOT-DEMONSTRATION PROJECT.

KENTUCKY MENTAL HEALTH MANPOWER COMMISSION, LOUISVILLE.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 33P.

DESCRIPTORS - \*VOCATIONAL EDUCATION; \*JOB TRAINING; \*PAROLE OFFICERS; \*PILOT PROJECTS; COMMUNITY RESOURCES; \*ADULT EDUCATION  
IDENTIFIERS - \*KENTUCKY

ABSTRACT - TO IMPROVE THE METHODS OF RECRUITMENT, TRAINING, AND UTILIZATION OF STAFF IN THE CRIMINAL JUSTICE SYSTEM OF PROBATION AND PAROLE, THE KENTUCKY MENTAL HEALTH MANPOWER COMMISSION DEVELOPED A CONCENTRATED TRAINING PROGRAM IN CASE ADMINISTRATION AND COMMUNITY RESOURCE MANAGEMENT. THIS REPORT COVERS THE PROJECT FROM INCEPTION TO COMPLETION PRESENTING THE PLANNING AND DEVELOPMENT, CURRICULUM, EVALUATION, DATA, AND APPROPRIATE RECOMMENDATIONS RESULTING FROM A PILOT-DEMONSTRATION TRAINING PROGRAM. THE 29 PARTICIPANTS OF THE TRAINING PROGRAM HAD BACKGROUNDS RANGING FROM AN EIGHTH GRADE EDUCATION TO A MASTER'S DEGREE IN SOCIAL SCIENCES. SOME HAD WORKED IN THE DEPARTMENT FOR ONLY A FEW WEEKS AND OTHERS HAD EXTENSIVE EXPERIENCE IN THE FIELD OF PROBATION AND PAROLE. RECOMMENDATIONS WERE MADE TO REPEAT THE COURSE FOR VARIOUS GROUPS THROUGHOUT THE STATE USING MORE SCREENING AND SELECTION IN ORDER TO GET A MORE HOMOGENEOUS GROUPING OF PARTICIPANTS. (AUTHOR/MU)

#### VT 101 070

GANONG, ROBERT, SR.  
MANPOWER REQUIREMENTS FOR MASSACHUSETTS BY OCCUPATION, BY INDUSTRY. 1970-1980.

MASSACHUSETTS STATE DIV. OF

EMPLOYMENT SECURITY, BOSTON.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - APR74 30P.

DESCRIPTORS - \*MANPOWER NEEDS; \*MANPOWER UTILIZATION; \*EMPLOYMENT TRENDS; \*EMPLOYMENT STATISTICS; \*EMPLOYMENT OPPORTUNITIES  
IDENTIFIERS - \*MASSACHUSETTS

ABSTRACT - THIS SUMMARY OF EMPLOYMENT TRENDS AND MANPOWER REQUIREMENTS, AN INTERIM REPORT OF "THE PROJECTION OF EMPLOYMENT REQUIREMENTS 1970-1980 FOR MASSACHUSETTS," IS AN APPROXIMATION OF INDUSTRIAL AND OCCUPATIONAL NEEDS FOR 225 INDUSTRIES AND 445 OCCUPATIONS BASED ON THE 1970 DECENNIAL CENSUS. ESTIMATED ANNUAL JOB OPENINGS FOR THE FOLLOWING OCCUPATIONS ARE GIVEN AS NET DEMAND FIGURES AND NET OPENINGS DUE TO GROWTH AND REFLECTING DEATH AND RETIREMENT: (1) PROFESSIONAL AND TECHNICAL, (2) MANAGERS, OFFICIALS, AND PROPRIETORS, (3) SALES WORKERS, (4) CLERICAL, (5) CRAFTSMEN, (6) OPERATIVES, (7) SERVICE WORKERS, (8) LABORERS, EXCEPT FARM AND MINE, AND (9) FARMERS AND FARM WORKERS. (AUTHOR/MU)

#### VT 101 071

SORENSEN, ROBERT P.  
PERCEIVED PRIORITIES AND ACHIEVEMENTS OF OCCUPATIONAL ADVISORY COMMITTEE FUNCTIONS IN THE WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM.

WISCONSIN UNIV., MADISON.  
WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 74 256P. PH.D.  
THESIS, WISCONSIN UNIV., MADISON.

DESCRIPTORS - DOCTORAL THESES; \*SURVEYS; STATE SURVEYS; EDUCATIONAL RESEARCH; \*ADVISORY COMMITTEES; \*VOCATIONAL EDUCATION; \*ADULT EDUCATION  
IDENTIFIERS - \*WISCONSIN

ABSTRACT - THIS STUDY SOUGHT TO ASSESS THE PERCEPTIONS HELD BY ADVISORY COMMITTEE MEMBERS, ADMINISTRATORS, AND TEACHERS CONCERNING THE PRIORITIES AND FUNCTIONS OF THE OCCUPATIONAL ADVISORY COMMITTEES SERVING THE STATE APPROVED PROGRAMS IN THE WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM. DATA WERE OBTAINED THROUGH THE USE OF QUESTIONNAIRES. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS ARE INCLUDED AS AREA BIBLIOGRAPHY, TABLES, AND APPENDICES. (SN)



VT 101 072

SIZEMORE, PAUL  
THE DEVELOPMENT AND DEMONSTRATION  
OF A FUNCTIONAL MODEL SYSTEM OF  
OCCUPATIONAL EDUCATION IN WYOMING  
PUBLIC EDUCATION, K-14. FINAL  
REPORT.

WYOMING STATE DEPT. OF EDUCATION,  
CHEYENNE.  
BUREAU OF ADULT, VOCATIONAL, AND  
TECHNICAL EDUCATION (OHEW/OE),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SFT.  
OEG-0-71-9579(361)  
PUB DATE - 31JAN74 250P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*EDUCATIONAL IMPROVEMENT;  
\*VOCATIONAL EDUCATION; \*STATEWIDE  
PLANNING; \*DEVELOPMENTAL PROGRAMS;  
ELEMENTARY EDUCATION; SECONDARY  
EDUCATION  
IDENTIFIERS - \*WYOMING

ABSTRACT - THIS REPORT, COVERING  
THE TIME PERIOD FROM SEPTEMBER  
1970 TO NOVEMBER 1973, DESCRIBES A  
PROJECT TO INTRODUCE CAREER  
EDUCATION CONCEPTS INTO THE  
WYOMING SCHOOLS. GOALS,  
PROCEDURES, AND EVALUATIONS  
INDICATE SOME OF THE DIFFICULTIES  
MET AND THE PROBLEMS THAT HAVE  
RESULTED FROM THE AREA'S  
GEOGRAPHIC LOCATION, SPARSE  
POPULATION, AND LIMITED INDUSTRIAL  
DEVELOPMENT. THE EVALUATION  
PROCESS, DIRECTED TOWARD STUDENT  
BEHAVIOR CHANGE AND CONDUCTED ON A  
BASIS ON CONTINUOUS  
QUESTIONNAIRES, SHOWED MANY  
EXCELLENT FEATURES AND SOME  
WEAKNESSES WHICH PROMPTED  
RECOMMENDATIONS CONCERNED WITH  
MAINTAINING THE CURRICULUM  
MATERIALS DEVELOPMENT AND THE  
ELEMENTARY GRADES PROGRAMS. THE  
GUIDANCE AND COUNSELING COMPONENT  
NEEDS TO BE REINFORCED AND  
EXPANDED, IN THE EVALUATORS'  
JUDGEMENT. (MJ)

VT 101 073

HOUSE, FLAINE W.  
AN IN-DEPTH STUDY OF THE  
INTERNSHIP CONCEPT AS PART OF THE  
DOCTORAL PROGRAM IN VOCATIONAL-  
TECHNICAL EDUCATION. FINAL REPORT.  
PARTS I-V AND ABSTRACT.

RUTGERS, THE STATE UNIV., NEW  
BRUNSWICK, N.J. DEPT. OF  
VOCATIONAL-TECHNICAL EDUCATION.  
OFFICE OF EDUCATION (OHEW),  
WASHINGTON, D.C.; OHIO STATE  
UNIV., COLUMBUS. CENTER FOR  
VOCATIONAL AND TECHNICAL  
EDUCATION.  
MF AVAILABLE IN VT-ERIC SFT.  
OEG-0-70-1962  
PUB DATE - JUN72 200P.

DESCRIPTORS - \*VOCATIONAL  
EDUCATION; \*INTERNSHIP PROGRAMS;

## BEST COPY AVAILABLE

983

\*DOCTORAL PROGRAMS; \*PROGRAM  
EVALUATION; \*PROGRAM CONTENT;  
DOCTORAL THESES  
IDENTIFIERS - \*RUTGERS UNIVERSITY

ABSTRACT - TO IDENTIFY THE  
VARIABLES IN THE INTERNSHIP  
PROGRAMS OF VOCATIONAL EDUCATION  
DOCTORAL STUDENTS, EVALUATE THE  
RUTGERS UNIVERSITY PROGRAM, AND  
DEVELOP A MANUAL ON RELEVANT  
INTERNSHIP STRATEGIES, THIS STUDY  
MADE ON-SITE VISITS TO THE 11  
ORIGINAL EDUCATION PROFESSIONS  
DEVELOPMENT ACT (EPDA) 552  
INSTITUTIONS AND AN ANALYSIS OF  
THE RUTGERS' PROGRAM. THE MANUAL  
PRODUCED BY THE RESEARCH  
INCORPORATES MANY OF THE  
RECOMMENDATIONS MADE IN THE STUDY.  
FINDINGS FROM THE ON-SITE VISITS  
DISCLOSED A NUMBER OF DIFFERENCES  
IN PROGRAMS, MAINLY IN THEIR  
IMPLEMENTATION. LITTLE UNIFORMITY  
EXISTED IN FINANCING, COURSE  
CREDIT, AND STUDENT AND ADVISOR  
ROLES. AMONG THE RECOMMENDATIONS  
WERE THAT THE INTERNSHIP COMPONENT  
BE CONTINUED BY ALL PARTICIPANTS  
AFTER TERMINATION OF EPDA 552  
PROJECTS. (AUTHOR/MU)

VT 101 074

COORDINATED EFFORT FOR CAREER  
EDUCATION. INTERIM REPORT.

GRAYSON COUNTY COLL.,  
SHERMAN/DENISON, TEX.  
OFFICE OF EDUCATION (OHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SFT.  
OEG-0-73-5309  
PUB DATE - 01JUL74 56P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*EDUCATIONAL RESOURCES; \*RESOURCE  
MATERIALS; \*RESOURCE CENTERS;  
\*COUNTY PROGRAMS  
IDENTIFIERS - \*GRAYSON COUNTY  
COLLEGE TEXAS

ABSTRACT - COVERING THE TIME  
PERIOD FROM APRIL 1, 1974 TO JUNE  
30, 1974, THIS INTERIM REPORT  
REVIEWS THE OBJECTIVES,  
PROCEDURES, AND ACCOMPLISHMENTS OF  
A PROJECT TO DEVELOP RESOURCES FOR  
THE COORDINATE EFFORT FOR CAREER  
EDUCATION (CFCE) AT GRAYSON COUNTY  
COLLEGE IN TEXAS. AN ORIENTATION  
COMPONENT WAS ADDED TO THE  
ORIGINAL FIVE COMPONENTS OF THE  
PROGRAM INVOLVING 12 SCHOOL  
DISTRICTS, A PAROCHIAL SCHOOL, AND  
A JUNIOR COLLEGE. THE DIRECTOR OF  
CFCE CONTINUED PLANNING AND  
IMPLEMENTING THE COUNTY-WIDE  
PROGRAM OF CAREER EDUCATION. SOME  
OF THE MAJOR TASKS CENTERED AROUND  
A STEERING COMMITTEE AND AN  
ADVISORY COMMITTEE, PERSONNEL FOR  
THE SIX COMPONENTS, CURRICULUM  
MATERIALS, WORKSHOPS, IN-SERVICE  
TEACHER TRAINING, AND THIRD PARTY  
EVALUATIONS. RESULTS INDICATE A

GROWING AWARENESS AMONG EDUCATORS  
AND LAY PEOPLE ALIKE OF THE  
PURPOSES OF THE PROJECT.  
(AUTHOR/MU)

VT 101 075

MCCALLON, EARL  
COORDINATED EFFORT FOR CAREER  
EDUCATION IN GRAYSON COUNTY.  
EVALUATION REPORT.

GRAYSON COUNTY COLL.,  
SHERMAN/DENISON, TEX.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 120P.

DESCRIPTORS - \*MANAGEMENT  
INFORMATION SYSTEMS; \*CAREER  
EDUCATION; \*INFORMATION SOURCES;  
\*PROGRAM EVALUATION; \*FORMATIVE  
EVALUATION  
IDENTIFIERS - \*GRAYSON COUNTY  
COLLEGE TEXAS

ABSTRACT - TO PROVIDE THE  
COORDINATED EFFORT FOR CAREER  
EDUCATION (CECE) IN GRAYSON  
COUNTY, TEXAS WITH A MANAGEMENT  
INFORMATION SYSTEM, AN EVALUATION  
COMPONENT WAS ADDED TO THE PROGRAM  
OF CAREER EDUCATION. THIS REPORT  
REVIEWS THE DATA THAT THE  
COMPONENT PROVIDES FOR THE PROJECT  
DIRECTOR'S MANAGEMENT DECISIONS.  
DATA FROM PROJECT PERSONNEL,  
SCHOOL PERSONNEL, AND STUDENT  
PARTICIPANTS ARE THE INPUTS THAT  
PROVIDE MONTHLY COMPUTER PRINTOUTS  
CONCERNING EACH COMPONENT BY  
SCHOOL DISTRICT SERVED. IN  
ADDITION, THE EVALUATORS DEVELOPED  
INSTRUMENTS FOR USE BY EDUCATORS  
AND STUDENTS CONCERNING THE  
PROJECT EFFECTIVENESS IN MEETING  
STATED OBJECTIVES BY COMPONENTS.  
EVALUATORS INTERVIEWED EDUCATORS,  
STUDENTS, AND COMMUNITY PEOPLE  
ABOUT THE PROJECT. THESE THREE  
SOURCES OF DATA PROVIDE MEANS FOR  
AN ONGOING EVALUATION OF EACH  
COMPONENT OF THE PROGRAM.  
(AUTHOR/MU)

VT 101 076

KIZER, ROBERT W.  
AN EXEMPLARY CAREER EDUCATION  
PROJECT FOR SOUTHEAST ARKANSAS.  
INTERIM REPORT.

MONTICELLO SCHOOL DISTRICT 18,  
ARK.  
BUREAU OF ADULT, VOCATIONAL, AND  
TECHNICAL EDUCATION (DHEW/OE),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
JFG-0-73-5307  
PUB DATE - 19JUN74 120P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL EDUCATION;  
\*DISADVANTAGED YOUTH; \*RURAL  
SCHOOLS; \*RURAL YOUTH; COOPERATIVE  
EDUCATION; WORK ATTITUDES;

SECONDARY EDUCATION  
IDENTIFIERS - SOUTHEAST ARKANSAS;  
\*MONTICELLO SCHOOL DISTRICT 18  
ARKANSAS

ABSTRACT - COVERING THE TIME  
PERIOD FROM JUNE 1, 1973 TO MAY  
31, 1974, THIS INTERIM REPORT  
DOCUMENTS THE PROGRESS OF AN  
EXEMPLARY PROGRAM TO INTRODUCE  
CAREER EDUCATION CONCEPTS INTO THE  
SCHOOLS OF RURAL SOUTHEAST  
ARKANSAS. OBJECTIVES, PROCEDURES,  
ACCOMPLISHMENTS, EVALUATIONS, AND  
RECOMMENDATIONS OF THE PROGRAM ARE  
INCLUDED IN THIS ACCOUNTING. AN  
AGRICULTURAL ECONOMY OF LOW  
SOCIOECONOMIC CONDITIONS HAS  
PRODUCED A HIGH PERCENTAGE OF  
DISADVANTAGED STUDENTS IN THE AREA  
AND THE PREVIOUSLY LIMITED  
VOCATIONAL OFFERINGS IN THE  
SCHOOLS WERE INADEQUATE TO MEET  
THEIR NEEDS. MORE POSITIVE SCHOOL  
ATTITUDES OF STUDENTS, APPROVAL OF  
THE CAREER EDUCATION PROGRAM BY  
TEACHERS AND EMPLOYERS, MORE  
REALISTIC JOB CHOICES OF STUDENTS,  
AND BETTER JOB PERFORMANCE IN THE  
COOPERATIVE EDUCATION PROGRAMS ARE  
SOME OF THE EVIDENT RESULTS OF THE  
PROJECT. CONTINUATION OF THE  
PROJECT IS RECOMMENDED. (MU)

VT 101 077

A CAREER EDUCATION COUNSELING  
PROJECT. INTERIM REPORT.

CORPUS CHRISTI INDEPENDENT SCHOOL  
DISTRICT, TEX.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
JFG-0-73-5255  
PUB DATE - JUL74 188P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL DEVELOPMENT;  
\*OCCUPATIONAL GUIDANCE;  
\*VOCATIONAL COUNSELING; \*GUIDANCE  
COUNSELING  
IDENTIFIERS - TEXAS; \*CORPUS  
CHRISTI INDEPENDENT SCHOOL  
DISTRICT

ABSTRACT - COVERING THE TIME  
PERIOD FROM JUNE 4, 1973 TO JUNE  
3, 1974, THIS INTERIM REPORT  
PROVIDES AN ACCOUNT OF THE  
OBJECTIVES, PROCEDURES,  
ACCOMPLISHMENTS, AND EVALUATIONS  
OF A PROGRAM OF CAREER EDUCATION  
IN THE CORPUS CHRISTI INDEPENDENT  
SCHOOL DISTRICT, TEXAS. THE  
PROGRAM CENTERED ON ORIENTING THE  
COUNSELING STAFF TO SERVE AS  
CATALYSTS FOR IMPLEMENTING A  
CAREER ORIENTED CURRICULUM. A  
CAREER EDUCATION RESOURCE CENTER  
WAS ESTABLISHED IN THE JUNIOR HIGH  
SCHOOLS TO AID IN CAREER  
EXPLORATION AND IN EACH SENIOR  
HIGH SCHOOL FOR CAREER GUIDANCE  
AND PLACEMENT. THE EFFECTIVENESS  
OF THE COUNSELING COMPONENT OF THE

PROGRAM WAS EVIDENT IN THE TEACHER INTERVIEWS AND THE STUDENT TEST INSTRUMENTS. RECOMMENDATIONS CONCERNED THE PROCEDURES FOR CONTINUING AND STRENGTHENING THE PROGRAM. (AUTHOR/MU)

# VT 101 078

CAREER DEVELOPMENT AND MEANINGFUL EXPLORATORY EXPERIENCES TO MIDDLE SCHOOL STUDENTS IN SOUTHERN INDIANA UTILIZING MOBILE DESIGN EDUCATIONAL UNITS. INTERIM REPORT.

INDIANA STATE BOARD OF VOCATIONAL EDUCATION, INDIANAPOLIS.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OEG-0-73-5312  
PUB DATE - JUN74 130P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL DEVELOPMENT; \*MOBILE  
EDUCATIONAL SERVICES; \*RURAL  
EDUCATION; \*RURAL SCHOOL SYSTEMS;  
ELEMENTARY EDUCATION; SECONDARY  
EDUCATION  
IDENTIFIERS - \*SOUTHWESTERN  
INDIANA

ABSTRACT - THIS REPORT, ACCOUNTING FOR THE TIME PERIOD FROM JULY 1, 1973 TO JUNE 30, 1974, CONTAINS THE GOALS, PROCEDURES, AND ACCOMPLISHMENTS OF A CAREER EDUCATION PROGRAM IN A 16-COUNTY AREA IN SOUTHWESTERN INDIANA. AS A RESULT OF A SUPERINTENDENTS' ORIENTATION MEETING IN NOVEMBER 1973, 17 SCHOOL CORPORATIONS AND OVER 370 TEACHERS FROM 11 COUNTIES HAVE BECOME INVOLVED IN THE PROGRAM. INSERVICE TEACHER EDUCATION AND WORKSHOPS, COMMUNITY RESOURCES, AND A MOBILE UNIT OF RESOURCE MATERIALS PROVIDED THE MEANS FOR IMPLEMENTING THE CONCEPTS AND ACTIVITIES OF CAREER EDUCATION. EXPANDED PROJECT PLANS FOR THE FUTURE INCLUDE AN ADDITIONAL MOBILE UNIT, NEW STAFF WITH EXPERIENCE IN CAREER EDUCATION, INCREASED FUNDING, AND AN ASSESSMENT OF EVALUATION TECHNIQUES. (MU)

# VT 101 079

PROJECT RACE; RESEARCHED ACTIVITIES FOR CAREER EDUCATION. INTERIM REPORT.

WEATHERFORD INDEPENDENT SCHOOL DISTRICT, TEX.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OEG-0-73-5306  
PUB DATE - 21JUN74 136P.

DESCRIPTORS - \*VOCATIONAL  
EDUCATION; \*CAREER EDUCATION;  
\*OCCUPATIONAL INFORMATION;  
\*GUIDANCE COUNSELING;  
\*OCCUPATIONAL GUIDANCE; ELEMENTARY

GRADES; SECONDARY GRADES  
IDENTIFIERS - TEXAS; \*WEATHERFORD  
INDEPENDENT SCHOOL DISTRICT

ABSTRACT - COVERING THE TIME PERIOD FROM JULY 1, 1973 TO JUNE 30, 1974, THIS INTERIM REPORT DESCRIBES THE FIRST YEAR OF A CAREER EDUCATION PROGRAM IN THE TEXAS WEATHERFORD INDEPENDENT SCHOOL DISTRICT. PROGRAM GOALS CENTER ON DEVELOPING POSITIVE WORK ATTITUDES IN STUDENTS FOR PRIMARY GRADES THROUGH HIGH SCHOOL AND JOB PREPARATION FOR GRADES 11 AND 12. CAREER AWARENESS IN PRIMARY GRADES, ORIENTATION IN JUNIOR HIGH SCHOOLS AND EXPLORATION IN SENIOR HIGH SCHOOLS WERE PROMOTED THROUGH A GUIDANCE COMPONENT OF THE PROGRAM. ELEMENTARY AND SECONDARY SCHOOL COUNSELORS WORKED WITH STUDENTS, PARENTS, TEACHERS, AND ADMINISTRATORS IN GROUP GUIDANCE SESSIONS TO HELP STUDENTS IN MAKING REALISTIC CAREER DECISIONS. A SPECIAL TEACHER SERVED AS A RESOURCE PERSON TO SECONDARY SCHOOL TEACHERS. A COPY OF THE EVALUATOR'S REPORT IS ATTACHED. (MU)

# VT 101 080

SHILL, JAMES F.; HANDLEY, HERBERT M.  
ASSESSMENT OF PRESERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, STATE COLLEGE.;  
MISSISSIPPI STATE UNIV., STATE COLLEGE. BUREAU OF EDUCATIONAL RESEARCH.  
MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
R-SER-4  
PUB DATE - JUL73 176P.

DESCRIPTORS - \*PRESERVICE  
EDUCATION; \*VOCATIONAL EDUCATION  
TEACHERS; \*PERFORMANCE BASED  
TEACHER EDUCATION; \*TEACHER  
EDUCATION CURRICULUM; \*EDUCATIONAL  
RESEARCH  
IDENTIFIERS - \*MISSISSIPPI

ABSTRACT - THIS FIRST PART OF A STUDY OF VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI ASSESSES THE PRESERVICE PHASE OF TEACHER EDUCATION WHILE SECOND AND THIRD PARTS DEAL WITH INSERVICE EDUCATION AND TEACHER ATTITUDES CONCERNING WORK VALUES AND JOBS. THIS REPORT COMPARES THE PERCEPTIONS OF VOCATIONAL EDUCATORS IN SPECIALTY AREAS CONCERNING THEIR ABILITY IN SPECIFIC TASK PERFORMANCE AFTER THEY HAD COMPLETED PRESERVICE

PROGRAMS AND HAD OBTAINED SOME EXPERIENCE ON THE JOB. QUESTIONNAIRES TO 405 TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS PROVIDED DATA TO PRODUCE FINDINGS CONCERNING TEACHER CHARACTERISTICS, OVERALL TEACHER PERFORMANCE, AND PERCEIVED ABILITY IN THE FOLLOWING AREAS OF INSTRUCTION: PLANNING, EXECUTING, EVALUATING, GUIDANCE, COURSE MANAGEMENT, HUMAN RELATIONS, AND PROFESSIONALISM. CONCLUSIONS AND RECOMMENDATIONS RELATE TO IMPROVEMENTS IN PRESERVICE TEACHER EDUCATION. THE TWO RELATED STUDIES ARE AVAILABLE AS VT 101 081 AND VT 101 082. (AUTHOR/MU)

## VT 101 081

HANDLEY, HERBERT M.; SHILL, JAMES F.  
ASSESSMENT OF IN-SERVICE VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI.

MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, STATE COLLEGE.; MISSISSIPPI STATE UNIV., STATE COLLEGE. BUREAU OF EDUCATIONAL RESEARCH.  
MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 77P.

DESCRIPTORS - \*INSERVICE EDUCATION; \*VOCATIONAL EDUCATION TEACHERS; \*PERFORMANCE BASED TEACHER EDUCATION; \*TEACHER EDUCATION CURRICULUM; \*EDUCATIONAL RESEARCH  
IDENTIFIERS - \*MISSISSIPPI

ABSTRACT - THIS SECOND PART OF A STUDY OF VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI EVALUATES THE INSERVICE PHASE OF TEACHER EDUCATION WHILE THE FIRST AND THIRD PARTS DEAL WITH PRESERVICE EDUCATION AND TEACHER ATTITUDES CONCERNING WORK VALUES AND JOBS. THIS REPORT SUMMARIZES VOCATIONAL EDUCATORS' PERCEPTION OF HOW WELL THEY ARE ABLE TO PERFORM SPECIFIC TASKS AFTER COMPLETION OF INSERVICE PROGRAMS. THE EFFECTIVENESS OF TWO TYPES OF PROGRAMS ARE EVALUATED, THOSE CONDUCTED BY INSTITUTIONS AND THOSE CONDUCTED BY THE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION OF THE MISSISSIPPI STATE DEPARTMENT OF EDUCATION. QUESTIONNAIRES WERE MAILED TO 1185 PERSONS WHO HAD TAUGHT MORE THAN THREE YEARS IN VOCATIONAL EDUCATION AND TO STATE-LEVEL SUPERVISORS AND TEACHER EDUCATORS. OVER 700 REPLIES WERE USED TO SUPPLY DATA WHICH PRODUCED FINDINGS CONCERNING THE SKILL

GAINED BY INSERVICE EDUCATION DIFFERENCES IN COURSES, AND VARIATIONS AMONG THE VOCATIONAL SERVICE AREAS REPRESENTED. RECOMMENDATIONS FOR IMPROVING INSERVICE TRAINING IN MISSISSIPPI ARE DRAWN FROM THE FINDINGS. THE TWO RELATED STUDIES ARE AVAILABLE AS VT 101 080 AND VT 101 082. (AUTHOR/MU)

## VT 101 082

HANDLEY, HERBERT M.; SHILL, JAMES F.  
WORK VALUES AND JOB ATTITUDES HELD BY NEW TEACHERS IN VOCATIONAL EDUCATION IN MISSISSIPPI.

MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, STATE COLLEGE.; MISSISSIPPI STATE UNIV., STATE COLLEGE. BUREAU OF EDUCATIONAL RESEARCH.  
MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
R-SER-6  
PUB DATE - JUL73 62P.

DESCRIPTORS - \*TEACHER ATTITUDES; \*PERSONAL VALUES; \*VOCATIONAL EDUCATION TEACHERS; \*EDUCATIONAL RESEARCH; \*WORK ATTITUDES  
IDENTIFIERS - \*MISSISSIPPI

ABSTRACT - THIS THIRD PART OF A STUDY OF THE PREPARATION OF VOCATIONAL EDUCATION TEACHERS IN MISSISSIPPI SUMMARIZES DATA COLLECTED FROM THE PARTICIPANTS IN RELATING TO THE ATTITUDES AND VALUES OF TEACHERS WORKING IN VARIOUS VOCATIONAL SERVICE AREAS. THE ASSUMPTION IS MADE THAT TEACHER TRAINING GROUPS ARE RESPONSIBLE FOR ATTITUDES AND VALUES OF TEACHERS AS WELL AS KNOWLEDGE AND SKILLS. THREE INSTRUMENTS WERE USED FOR COLLECTING DATA FROM 187 RESPONDENTS OF THE FIRST STUDY. THE INSTRUMENTS WERE THE QUESTIONNAIRE OF THE FIRST STUDY, THE WORK VALUE INVENTORY BY SUPER, AND THE VOCATIONAL TEACHER ATTITUDE SCALE DEVELOPED BY THE INVESTIGATORS. FINDINGS INCLUDE SIMILARITIES OF WORK VALUES, DIFFERENCES IN ATTITUDES TOWARD STUDENTS, CORRELATIONS BETWEEN VALUES AND PERCEPTIONS OF JOB PREPARATION AND SATISFACTION, AND THE RELATIONSHIP OF ATTITUDES TO TEACHING SKILLS. RECOMMENDATIONS CONCERN CONSIDERATION AND FURTHER STUDY OF TEACHER WORK ATTITUDES BY TEACHER EDUCATORS. THE TWO RELATED STUDIES ARE AVAILABLE AS VT 101 080 AND VT 101 081. (AUTHOR/MU)

## VT 101 083

RESEARCH AND DEVELOPMENT PROJECT



IN CAREER EDUCATION. COMPLETE  
OCCUPATIONAL EDUCATIONAL  
DEVELOPMENT (COED). INTERIM  
REPORT. INTERIM EVALUATION REPORT.

KEENE UNION SCHOOL DISTRICT, N.H.;  
CEDAR ASSOCIATES, KEENE, N.H.  
BUREAU OF ADULT, VOCATIONAL, AND  
TECHNICAL EDUCATION (DHCV/DE),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
DEG-O-72-4654  
PUB DATE - 74 175P.

DESCRIPTORS - \*CAREER EDUCATION;  
RESEARCH PROJECTS; \*INSERVICE  
TEACHER EDUCATION; \*CURRICULUM  
DEVELOPMENT; PROGRAM EVALUATION

ABSTRACT - IN THE KEENE, NEW  
HAMPSHIRE, SCHOOL DISTRICT A  
PROGRAM OF OCCUPATIONAL AWARENESS  
AND ORIENTATION WAS IMPLEMENTED TO  
CHANGE THE SCHOOLS' ACADEMIC  
ORIENTATION TO ONE WITH INCREASED  
FOCUS ON CAREER NEEDS, BEGINNING  
WITH ELEMENTARY STUDENTS AND  
EXTENDING THROUGH GRADE 12. THIS  
REPORT COVERS THE PERIOD FROM  
DECEMBER 16, 1972 THROUGH MARCH  
15, 1974. INSERVICE ACTIVITIES  
WERE CONDUCTED TO INTRODUCE  
TEACHERS TO THE INNOVATED  
CURRICULA, CAREER EDUCATION  
MATERIALS WERE SELECTED OR  
DEVELOPED FOR USE IN ALL GRADES,  
AND A COOPERATIVE JOB PLACEMENT  
SERVICE WAS ESTABLISHED. GOALS AND  
ACCOMPLISHMENTS DURING THIS SECOND  
15-MONTH FUNDING CYCLE OF THE  
PROJECT ARE SUMMARIZED IN THE  
REPORT. MATERIALS ON EVALUATION,  
DISSEMINATION, AND PLACEMENT ARE  
APPENDED. THE EVALUATION,  
PRESENTED AS A SEPARATE PART OF  
THE INTERIM REPORT, INDICATES THAT  
CAREER EDUCATION COURSES HAVE BEEN  
GENERALLY WELL DEVELOPED BUT THAT  
GUIDANCE REMAINS AS AN AREA  
REQUIRING MORE ATTENTION. (MF)

VT 101 084  
LASELL, WARREN L., AND OTHERS  
A MODEL TO EVALUATE INSERVICE  
PERSONNEL DEVELOPMENT IN  
VOCATIONAL-TECHNICAL EDUCATION.

OHIO STATE UNIV., COLUMBUS. CENTER  
FOR VOCATIONAL AND TECHNICAL  
EDUCATION.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
DEG-O-72-0051(725)  
PUB DATE - NO 90P.

DESCRIPTORS - \*MODELS; \*PROGRAM  
EVALUATION; \*INSERVICE PROGRAMS;  
\*VOCATIONAL DIRECTORS; \*VOCATIONAL  
EDUCATION TEACHERS; BEHAVIORAL  
OBJECTIVES; SURVEYS; \*PROGRAM  
COORDINATION

ABSTRACT - THE EVALUATION MODEL  
DESCRIBED IN THIS SET OF DOCUMENTS

WAS DEVELOPED TO PROVIDE STATES  
WITH ONE MEANS OF EVALUATING  
PERSONNEL DEVELOPMENT PROGRAMS AND  
PROJECTS. IT IS DESIGNED TO  
SUPPLEMENT OTHER STATE EVALUATION  
EFFORTS. THE MODEL IS A SET OF SIX  
WRITTEN MATERIALS AND SEVERAL  
PROCEDURES DESCRIBED IN THE  
MATERIALS: (1) OVERVIEW, (2)  
MANUAL OF INSTRUCTIONS FOR THE  
DISTRIBUTION AND COLLECTION OF  
SURVEY FORMS AND SELECTION OF THE  
STATE EVALUATION TEAM, (3) SURVEY  
FORMS, (4) MANUAL OF INSTRUCTIONS  
TO PREPARE DATA FOR THE STATE  
EVALUATION TEAM MEETING, (5)  
MANUAL OF INSTRUCTIONS FOR THE  
STATE EVALUATION TEAM MEETING, AND  
(6) GUIDELINES FOR DEVELOPING  
BEHAVIORAL OBJECTIVES. THE FOUR  
SURVEY FORMS ARE TO GATHER DATA  
FROM STATE PROGRAM COORDINATORS,  
PROJECT DIRECTORS, PARTICIPANTS,  
AND SUPERVISORS. WITH THE MODEL  
PACKAGE IS THE FINAL REPORT OF A  
PILOT TEST OF AN EVALUATION SYSTEM  
FOR VOCATIONAL EDUCATION  
LEADERSHIP AND PROFESSIONAL  
DEVELOPMENT ACTIVITIES. MOST OF  
THE MODEL MATERIALS AND PROCEDURES  
WERE TESTED IN TENNESSEE AND  
CALIFORNIA. FOLLOWING THE PILOT  
TEST, THE MODEL WAS CONSIDERABLY  
REVISED. (MF)

VT 101 085  
CAREER EDUCATION FOR PERSONS IN  
RURAL AREAS--PRIMARY FOCUS ON  
ADULTS 16 AND OVER. INTERIM  
REPORT.

NORTH CENTRAL TECHNICAL INST.,  
WAUSAU, WIS.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
DEG-O-73-5292  
PUB DATE - 15JUN74 250P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*DEVELOPMENTAL PROGRAMS;  
\*INSERVICE PROGRAMS; \*ADULT  
EDUCATION; RURAL AREAS;  
ARTICULATION PROGRAMS; PUBLIC  
SCHOOLS; TECHNICAL INSTITUTES

ABSTRACT - THE GOALS AND  
OBJECTIVES OF THE EXEMPLARY  
PROJECT REPORTED FOR THE PERIOD  
JULY 1, 1973-JUNE 15, 1974 WERE:  
(1) TO PROVIDE ADULT CAREER  
EDUCATION ACTIVITIES TO PERSONS  
OVER 16 YEARS OF AGE, IN SCHOOL  
AND OUT, EMPLOYED AND UNEMPLOYED,  
(2) TO DEVELOP INSERVICE  
ACTIVITIES FOR PUBLIC SCHOOL  
FACULTY, (3) TO DEVELOP A RESOURCE  
CENTER OF CAREER EDUCATION  
MATERIALS, AND (4) TO IMPROVE  
ARTICULATION EFFORTS BETWEEN THE  
NORTH CENTRAL TECHNICAL INSTITUTE  
AND THE PUBLIC SCHOOLS IN THE  
LARGELY RURAL DISTRICT. IT WAS  
CONCLUDED THAT A "CLUSTER OF  
SCHOOL CONCEPT" DEVELOPED TO SERVE



A LARGE GEOGRAPHIC DISTRICT WAS AN EFFECTIVE WAY OF IMPLEMENTING CAREER EDUCATION ACTIVITIES. PUBLIC SCHOOLS WERE RECEPTIVE TO CONSULTANT SERVICES PROVIDED BY A TECHNICAL INSTITUTE. A CAREER EDUCATION RESOURCES CENTER WAS ESTABLISHED. FACULTY INSERVICE PROGRAMS WERE CONDUCTED IN EVERY PARTICIPATING PUBLIC SCHOOL, AND CAREER EDUCATION ACTIVITIES WERE PROVIDED FOR ADULT EVENING CLASSES AND SPECIAL CLASSES. APPENDIXES INCLUDE A BIBLIOGRAPHY OF CAREER EDUCATION MATERIALS AVAILABLE FROM THE INSTITUTE, NEWSPAPER PUBLICITY, INSERVICE PROGRAMS, CAREER INTEREST SURVEY OF HIGH SCHOOL SENIORS, CAREER EDUCATION RESOURCE SURVEY, WISCONSIN CAREER AWARENESS INVENTORY, AND OTHER RELATED MATERIALS AND BROCHURES. (MF)

VT 101 086

EACH ONE TEACH ONE: A STUDENT TUTORIAL PROGRAM FOR THE ACADEMICALLY DISADVANTAGED. INTERIM REPORT.

FOX VALLEY TECHNICAL INST., APPLETON, WIS.  
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 30JUN74 36P.

DESCRIPTORS - \*TUTORIAL PROGRAMS;  
\*EDUCATIONALLY DISADVANTAGED;  
TECHNICAL INSTITUTES

ABSTRACT - STATISTICS FROM THE FOX VALLEY TECHNICAL INSTITUTE STUDENT SERVICES INDICATE THAT IN THE 1972-73 SCHOOL YEAR 17 PERCENT OF THE 2,000 FULL-TIME DAY STUDENTS LEFT SCHOOL BEFORE FINISHING REQUIREMENTS FOR GRADUATION. APPROXIMATELY HALF OF THESE STUDENTS DISCONTINUED BECAUSE OF ACADEMIC PROBLEMS. "EACH ONE TEACH ONE" IS A TUTORIAL PROGRAM INTENDED TO PROVIDE THE NECESSARY SUPPLEMENTAL ASSISTANCE ON A VOLUNTARY BASIS FOR ACADEMICALLY DISADVANTAGED STUDENTS BY OTHER INSTITUTE STUDENTS. INTERESTED STUDENTS APPLIED TO THE PROJECT COORDINATOR, WERE INTERVIEWED, AND COMPLETED APPLICATION FORMS. SELECTION WAS OFTEN BASED ON TEACHER RECOMMENDATIONS RATHER THAN GRADES, AND TUTORING TIME ARRANGED ACCORDING TO THE STUDENTS' SCHEDULES. ALTHOUGH FINANCIAL NEED WAS NOT A BASIS OF ELIGIBILITY, A SALARY OF \$2.00 FOR EACH TUTORING HOUR WAS PAID. PROJECT ENROLLMENT RECORDS SHOW THAT 74 STUDENTS WERE SERVED, 27 EMPLOYED AS TUTORS AND 47 DISADVANTAGED STUDENTS RECEIVING TUTORIAL ASSISTANCE. EVALUATION

INDICATED THAT BOTH STUDENT GROUPS BENEFITED FROM THE PROGRAM. STUDENT REPORTS AND FACULTY EVALUATIONS SHOWED TUTORING TO IMPROVE GRADES, ATTENDANCE, AND ATTITUDE. CONTINUATION OF THE PROGRAM WAS RECOMMENDED. PROGRAM AND EVALUATION FORMS, APPLICATIONS, BROCHURE, AND OTHER MATERIALS ARE INCLUDED IN THE REPORT. (MF)

VT 101 087

ROCHOW, ROBERT J.  
PONTIAC ADULT-STUDENT LEARNING SYSTEM. INTERIM REPORT.

PONTIAC CITY SCHOOL DISTRICT, MICH.  
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
DEC-0-73-5287  
PUB DATE - JUN74 350P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL DEVELOPMENT;  
\*INTEGRATED CURRICULUM;  
\*VOCATIONAL EDUCATION;  
\*DEVELOPMENTAL PROGRAMS;  
ELEMENTARY GRADES; SECONDARY GRADES

IDENTIFIERS - \*PONTIAC CITY SCHOOL SYSTEM; MICHIGAN

ABSTRACT - COVERING THE TIME PERIOD FROM JULY 1, 1973 TO JUNE 30, 1974, THIS INTERIM REPORT DESCRIBES THE PROGRESS OF A PROGRAM OF CAREER EDUCATION IN THE PONTIAC CITY SCHOOL DISTRICT OF MICHIGAN. PROGRAM, DEVELOPMENTAL, AND DISSEMINATION GOALS ARE OUTLINED AND PROCEDURES ALONG WITH THEIR TIME LINES ARE GIVEN. EVALUATIONS AND CONCLUSIONS HAVE LED TO RECOMMENDATIONS TO PROCEED WITH FURTHER IMPLEMENTATION OF THE PROGRAM WITH INCREASING ATTENTION TO PARENTS, BUSINESS, AND INDUSTRY INVOLVEMENT. A 7-PART PRODUCT SECTION OF THE REPORT GIVES EXAMPLES OF THE PONTIAC ADULT-STUDENT LEARNING SYSTEM (PALS), TEACHER PROCEDURE SHEET, PERFORMANCE OBJECTIVES, ACTIVITIES, INTERNSHIPS, TEAM PROJECTS, AND AN APPENDIX TO THE SECTION. A 21-PART APPENDIX TO THE REPORT ITSELF CONTAINS INSTRUMENTS, PROGRAMS, AN EVALUATION DESIGN, SEMESTER RESULTS, AND PUBLICITY. (MU)

VT 101 088

GUNZALES, RAYMOND R.  
TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM. FINAL REPORT.

BERNALILLO PUBLIC SCHOOLS, N. MEX  
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE),

WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OEG-0-71-1025(361)  
PUB DATE - 30JUN74 160P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL DEVELOPMENT;  
\*VOCATIONAL EDUCATION;  
\*EDUCATIONAL IMPROVEMENT;  
\*DEVELOPMENTAL PROGRAMS; SECONDARY  
GRADES; ELEMENTARY GRADES  
IDENTIFIERS - \*BERNALILLO PUBLIC  
SCHOOLS; NEW MEXICO

ABSTRACT - THIS FINAL REPORT  
OUTLINES THE OPERATION OF A CAREER  
EDUCATION EXEMPLARY PROJECT OVER  
ITS THREE YEARS FROM FEBRUARY 1971  
TO JUNE 1974 IN THE BERNALILLO  
PUBLIC SCHOOLS OF NEW MEXICO.  
PROGRAM GOALS, PROCEDURES,  
ACCOMPLISHMENTS, EVALUATIONS, AND  
RECOMMENDATIONS ARE INCLUDED. A  
SPECIAL SECTION DOCUMENTS THE  
THIRD-PARTY EVALUATION OF THE  
PROJECT DURING ITS FINAL YEAR WITH  
RECOMMENDATIONS DIRECTED TO  
PROJECT OBJECTIVES, INSERVICE  
STAFF DEVELOPMENT, CAREER MEDIA  
CENTERS IN EACH SCHOOL, PUBLIC  
RELATIONS, AND COST ANALYSES.  
(AUTHOR/MU)

VT 101 089  
PENDLETON, J. ROBERT  
IMPLEMENTATION OF A PROGRAM AND  
DELIVERY SYSTEM FOR COMPREHENSIVE  
CAREER EDUCATION IN A RURAL AREA.  
INTERIM REPORT.

WESTERN WISCONSIN TECHNICAL INST.,  
LA CROSSE.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OEG-0-73-5297  
PUB DATE - 15JUN74 250P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL EDUCATION; \*VOCATIONAL  
DEVELOPMENT; \*RURAL SCHOOL  
SYSTEMS; \*EDUCATIONAL IMPROVEMENT;  
COMMUNITY INVOLVEMENT  
IDENTIFIERS - \*WESTERN WISCONSIN

ABSTRACT - COVERING THE TIME  
PERIOD FROM JULY 1973 TO JULY  
1974, THIS INTERIM REPORT  
DOCUMENTS THE FIRST YEAR OF A  
PROGRAM OF CAREER EDUCATION IN A  
RURAL AREA OF 5,000 SQUARE MILES  
IN WESTERN WISCONSIN. GOALS,  
PROCEDURES, AND ACCOMPLISHMENTS  
ARE DIRECTED TOWARD ESTABLISHING  
RESOURCE CENTERS AND INSERVICE  
PROGRAMS FOR STAFF DEVELOPMENT,  
DEVELOPING CAREER EDUCATION  
INSTRUMENTS AND CURRICULUM, AND  
ACHIEVING ARTICULATION OF PROGRAMS  
IN THE AREA. RECOMMENDATIONS  
CONCERN A CONTINUING EFFORT IN  
EXPANDING THE CAREER EDUCATION  
PROGRAM INTO MORE SCHOOLS AND  
STRENGTHENING RAPPORT WITH THE  
COMMUNITIES CONCERNED FOR AN

INCREASING INVOLVEMENT OF ALL  
AGENCIES IN THE AREA. (MU)

VT 101 090  
PELKEY, EDWARD L.  
A COMPREHENSIVE CAREER EDUCATION  
DEVELOPMENT PROJECT FOR THE SCHOOL  
DISTRICTS OF MUSKEGON AND MUSKEGON  
HEIGHTS. INTERIM REPORT.

MUSKEGON PUBLIC SCHOOLS, MICH.  
BUREAU OF ADULT, VOCATIONAL, AND  
TECHNICAL EDUCATION (DHEW/OE),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OEG-0-72-5169  
PUB DATE - 74 185P.

DESCRIPTORS - \*DEVELOPMENTAL  
PROGRAMS; \*CAREER EDUCATION;  
\*CURRICULUM DEVELOPMENT;  
\*INTEGRATED CURRICULUM; ACTIVITY  
UNITS; OCCUPATIONAL CLUSTERS;  
DISADVANTAGED YOUTH  
IDENTIFIERS - \*MUSKEGON PUBLIC  
SCHOOLS; MICHIGAN

ABSTRACT - AN EXEMPLARY PROJECT IN  
VOCATIONAL EDUCATION IS REPORTED  
FOR THE SCHOOL DISTRICTS OF  
MUSKEGON AND MUSKEGON HEIGHTS,  
MICHIGAN, FOR THE PERIOD FROM JULY  
1, 1973 THROUGH JUNE 30, 1974.  
APPROXIMATELY SEVEN PERCENT OF THE  
COMBINED SCHOOL POPULATION OF THE  
TWO CITIES PARTICIPATED IN THE  
PROJECT, USING ACTIVITY-CENTER  
UNITS OF INSTRUCTION BASED ON THE  
CONCEPT OF OCCUPATIONAL CLUSTERS  
INTEGRATED INTO THE K-12  
CURRICULUM. AT THE CLOSE OF THE  
SECOND YEAR OF PROJECT ACTIVITIES,  
MOST OF THE ORIGINAL TEACHERS AND  
ADMINISTRATORS ARE STILL WITH THE  
PROJECT AND THOSE STAFF MEMBERS  
NOT INVOLVED IN IT HAVE BEGUN TO  
REQUEST CAREER EDUCATION MATERIALS  
AND INFORMATION. A STRONG  
DETERMINANT IN TEACHER INTEREST  
HAS BEEN STUDENT ENTHUSIASM WITH  
THE CAREER ACTIVITIES. OVERALL  
CONCLUSIONS WERE THAT CAREER  
EDUCATION DOES MAKE A DIFFERENCE  
IN A SCHOOL SYSTEM AND THAT CAREER  
EDUCATION CONCEPTS CAN BEST BE  
TAUGHT AND LEARNED BY INTEGRATION  
INTO THE REGULAR INSTRUCTIONAL  
PROGRAM RATHER THAN BY SPECIAL  
CAREER EDUCATION COURSES OR  
PROGRAMS. CONTINUED CURRICULUM  
INTEGRATION OF CAREER EDUCATION  
ACTIVITIES, INSERVICE TEACHER  
TRAINING, AND CAREER COUNSELING  
AND SKILL TRAINING FOR POTENTIAL  
DROPOUT STUDENTS ARE RECOMMENDED  
FOR THE THIRD YEAR OF OPERATION.  
CURRICULUM-BASED UNIT PLANS ARE  
AVAILABLE AS VT 101 007, VT 101  
008, AND VT 101 009. (MF)

VT 101 091  
MICHEL, JOHN T.  
TUCSON MODEL CITIES EXEMPLARY  
VOCATIONAL EDUCATION PROGRAM.  
FINAL REPORT.

**BEST COPY AVAILABLE**

TUCSON PUBLIC SCHOOLS, ARIZ.  
BUREAU OF ADULT, VOCATIONAL, AND  
TECHNICAL EDUCATION (DHEW/OE),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OEG-0-71-4168(361)  
PUB DATE - 30JUN74 200P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL EDUCATION; \*VOCATIONAL  
DEVELOPMENT; \*DEVELOPMENTAL  
PROGRAMS  
IDENTIFIERS - \*TUCSON PUBLIC  
SCHOOLS; MODEL CITIES PROGRAM

ABSTRACT - TO BROADEN THE  
UNDERSTANDING OF STUDENTS  
CONCERNING THEIR OWN POTENTIAL AND  
TO TRAIN AND PLACE THEM FOR  
EMPLOYMENT, A MODEL CITIES PROGRAM  
IN THE TUCSON PUBLIC SCHOOLS  
INVOLVED ELEMENTARY AND SECONDARY  
SCHOOLS AND ALL PERTINENT ELEMENTS  
IN THE COMMUNITY. THIS FINAL  
REPORT, COVERING THE TIME PERIOD  
FROM JULY 1971 THROUGH JUNE 1974,  
DESCRIBES THE GOALS, PROCEDURES,  
ACCOMPLISHMENTS, AND EVALUATIONS  
OF THE PROGRAM. STAFF ACQUISITION,  
INSERVICE WORKSHOPS, TEACHING  
MATERIALS, RESOURCE PERSONS FROM  
THE COMMUNITY, AND SPECIAL  
PROGRAMS FOR UNDER-ACHIEVERS AND  
POTENTIAL DROPOUTS ARE DETAILED. A  
THIRD-PARTY EVALUATION MONITORED  
THE PROJECT. RECOMMENDATIONS  
CONCERN MINI-WORKSHOPS FOR  
TEACHERS, TEACHING TECHNIQUES, AND  
A CAREER INFORMATION CENTER FOR  
SECONDARY STUDENTS. (MU)

VT 101 092  
EXEMPLARY VOCATIONAL EDUCATION  
PROGRAM BASED ON ENVIRONMENTAL  
STUDIES K-14. FINAL REPORT.

MINNESOTA ENVIRONMENTAL SCIENCES  
FOUNDATION, INC., MINNEAPOLIS.  
BUREAU OF ADULT, VOCATIONAL, AND  
TECHNICAL EDUCATION (DHEW/OE),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OEG-0-71-2396(361)  
PUB DATE - JUN74 275P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*DEVELOPMENTAL PROGRAMS;  
ENVIRONMENTAL EDUCATION;  
\*VOCATIONAL EDUCATION; \*CAREER  
PLANNING; PROGRAM EVALUATION;  
ELEMENTARY EDUCATION; SECONDARY  
EDUCATION  
IDENTIFIERS - \*MINNEAPOLIS

ABSTRACT - USING ENVIRONMENTAL  
STUDIES AS A CATALYST FOR  
INTRODUCING CAREER EDUCATION  
CONCEPTS TO A SCHOOL DISTRICT IN A  
MINNEAPOLIS SUBURB, THIS EXEMPLARY  
PROGRAM SOUGHT TO DEVELOP AN  
ECOLOGICAL CONSCIENCE IN ALL  
STUDENTS WHILE PROMOTING CAREER  
EDUCATION. GOALS, PROCEDURES,  
ACCOMPLISHMENTS, AND EVALUATIONS

ARE DESCRIBED. DATA ARE SUPPLIED  
FROM EACH OF THE PARTICIPATING 19  
ELEMENTARY SCHOOLS, 4 JUNIOR HIGH  
SCHOOLS, AND 3 SENIOR HIGH  
SCHOOLS, AND EVALUATIONS ARE  
PROVIDED SEPARATELY FOR THE  
PROGRAM, MANAGEMENT, AND INSERVICE  
COMPONENTS OF THE PROJECT. (MU)

VT 101 093  
PAVLISH, A.L.  
PALS (PONTIAC ADULT-STUDENT  
LEARNING SYSTEM). INTERNAL  
EVALUATION REPORT.

PONTIAC CITY SCHOOL DISTRICT,  
MICH.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 74 33P.

DESCRIPTORS - \*ATTITUDE TESTS;  
\*STUDENT ATTITUDES; \*VOCATIONAL  
MATURITY; HIGH SCHOOL STUDENTS;  
ASPIRATION; \*PARENT ATTITUDES;  
SURVEYS; INTERVIEWS; \*PROGRAM  
EVALUATION; EVALUATION CRITERIA

ABSTRACT - THE TWO MAJOR  
ASSESSMENT GOALS OF THE PONTIAC  
ADULT-STUDENT LEARNING SYSTEM  
(PALS) PROJECT WERE PROJECT  
DISSEMINATION AND STUDENT  
ACHIEVEMENT. THE PURPOSE OF THIS  
INTERNAL EVALUATION WAS TO SECURE  
SUMMATIVE AND PROCEDURAL DATA FOR  
PROGRAM DESIGN AND EVALUATION.  
ALTHOUGH PROGRAM ASSESSMENT OF  
DISSEMINATION OBJECTIVES IS NOT  
WARRANTED FOR THE LONG-RANGE  
THREE-YEAR GOALS, THE STUDENT  
ACHIEVEMENT GOALS ARE VALID  
EVALUATION CRITERIA. RESULTS OF  
SURVEYS MADE TO MEASURE AWARENESS  
OF THE PALS PROGRAM BY PARENTS AND  
STUDENTS ARE SUMMARIZED.  
COMPILATIONS OF ASPIRATION LEVEL,  
ATTITUDE TESTS, AND CAREER  
MATURITY INVENTORIES FOR PALS  
STUDENTS ARE ALSO PRESENTED.  
FINDINGS INDICATED THAT WHILE  
PARENTS ARE SOMEWHAT AWARE OF THE  
PALS PROJECT, THE AWARENESS OF THE  
SAMPLED STUDENTS WAS RELATIVELY  
LOW. PALS STUDENTS SHOWED A HIGHER  
LEVEL OF CAREER AWARENESS THAN A  
COMPARATIVE NORM GROUP. A PILOT  
EVALUATION STUDY OF THE PALS  
PROJECT SEEMED TO INDICATE THAT  
PALS STUDENTS HAD SOME ABILITY TO  
TRANSFER SKILLS LEARNED IN THE  
CLASSROOM TO REAL LIFE SITUATIONS.  
(MF)

VT 101 094  
KIMBALL, DONOVAN  
COMPREHENSIVE CAREER EDUCATION  
PROCESS IN SPRINGFIELD PUBLIC  
SCHOOLS. INTERIM REPORT.

SPRINGFIELD PUBLIC SCHOOLS, OREG.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OEG-0-73-5288  
PUB DATE - 30JUN74 90P.

## BEST COPY AVAILABLE

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL DEVELOPMENT;  
\*DEVELOPMENTAL PROGRAMS; \*CAREER  
PLANNING; \*PROGRAM EVALUATION;  
PROGRAM DESCRIPTIONS  
IDENTIFIERS - \*SPRINGFIELD OREGON  
SCHOOL DISTRICT

ABSTRACT - COVERING ITS FIRST YEAR  
OF OPERATION, THE TIME PERIOD FROM  
JULY 1973 TO JULY 1974, THIS  
INTERIM REPORT DOCUMENTS THE  
GOALS, PROCEDURES,  
ACCOMPLISHMENTS, EVALUATIONS, AND  
RECOMMENDATIONS OF A PROJECT  
DESIGNED TO DEVELOP AND IMPLEMENT  
CAREER EDUCATION CONCEPTS AND TO  
PROVIDE A MODEL OF CAREER  
EDUCATION FOR OREGON. STAFF  
SELECTION AND DEVELOPMENT,  
INSERVICE TRAINING, A CONTINUOUS  
EVALUATION, AND THE ARTICULATED  
PROCESSES ARE DESCRIBED.  
RECOMMENDATIONS CENTER ON THE  
GUIDANCE COMPONENT OF THE SYSTEM  
AND A CONTINUATION OF THE PROGRAM.  
(MU)

VT 101 095  
BENJAMIN, DAYTON  
ORIENTATION-WORK-STUDY-PLACEMENT  
PROGRAM. FINAL REPORT.

NORTH STAR BOROUGH SCHOOL  
DISTRICT, FAIRBANKS, ALASKA.  
BUREAU OF ADULT, VOCATIONAL, AND  
TECHNICAL EDUCATION (DHEW/OE),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
DEG-0-71-4776(361)  
PUB DATE - JUN74 103P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL EDUCATION; \*VOCATIONAL  
DEVELOPMENT; WORK EXPERIENCE  
PROGRAM; JOB PLACEMENT; \*CAREER  
PLANNING  
IDENTIFIERS - ALASKA; \*FAIRBANKS  
NORTH STAR BOROUGH SCHOOL DISTRICT

ABSTRACT - TO ACCOUNT FOR AN  
OCCUPATIONAL ORIENTATION PROGRAM  
IN ALASKA, THIS FINAL REPORT  
COVERS THE TIME PERIOD FROM AUGUST  
1971 TO JULY 1974. OBJECTIVES  
INCLUDE STUDENT ORIENTATION TO  
EMPLOYMENT, DROPOUT PREVENTION,  
JOB PLACEMENT FOR ALL STUDENTS  
LEAVING THE SYSTEM, INSERVICE  
TRAINING FOR DISTRICT PERSONNEL,  
AND INTERACTION AMONG EDUCATORS,  
COMMUNITY, AND MANPOWER AGENCIES  
IN THE STATE. GOALS, PROCEDURES,  
ACCOMPLISHMENTS, AND EVALUATIONS  
ARE DESCRIBED. RECOMMENDATIONS  
DEFINE THE WORK OF A CAREER  
EXTENSION CENTER, CAREER EDUCATION  
CONCEPTS, SKILL TRAINING, AND  
VOCATIONAL DEVELOPMENT OF STUDENTS  
IN THE SYSTEM. (MU)

VT 101 096  
MCCALFE, OWEN  
PROJECT VIGOR: VOCATIONAL CLUSTER

EDUCATION, INTEGRATED AND  
ARTICULATED GRADES 1 THROUGH 14  
WITH GUIDANCE SERVICES,  
OCCUPATIONAL EXPLORATION AND WORK  
EXPERIENCE RELEVANT TO GENERAL  
EDUCATION. FINAL REPORT.

DAVID DOUGLAS PUBLIC SCHOOLS,  
PORTLAND, OREG.  
BUREAU OF ADULT, VOCATIONAL, AND  
TECHNICAL EDUCATION (DHEW/OE),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
DEG-0-70-5187(361)  
PUB DATE - 30JUN74 50P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*EDUCATIONAL PLANNING; \*VOCATIONAL  
DEVELOPMENT; \*PROGRAM PLANNING  
IDENTIFIERS - \*DAVID DOUGLAS  
PUBLIC SCHOOLS; OREGON

ABSTRACT - THIS FINAL REPORT  
SUMMARIZES AN 11-MONTH  
CONTINUATION OF THE PROGRAM OF  
CAREER EDUCATION IN THE DAVID  
DOUGLAS SCHOOL DISTRICT IN OREGON  
COVERING THE TIME PERIOD FROM JUNE  
11, 1973 TO APRIL 15, 1974.  
OBJECTIVES OF THE PROGRAM  
EXTENSION, PROCEDURES, AND RESULTS  
ARE LISTED. THE APPENDIX CONTAINS  
THE GRANT EXTENSION, BUDGET,  
SCHOOL BULLETIN, AND MASTER PLAN  
FOR CAREER EDUCATION. A SEPARATELY  
BOUND LONG RANGE PLAN FOR THE  
DAVID DOUGLAS PUBLIC SCHOOLS IS  
INCLUDED. (MU)

VT 101 097  
INFORMATION RETRIEVAL  
DEMONSTRATION AND RESEARCH  
PROJECT. FINAL REPORT.

WISCONSIN UNIV., MADISON. CENTER  
FOR STUDIES IN VOCATIONAL AND  
TECHNICAL EDUCATION.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.; WISCONSIN STATE  
BOARD OF VOCATIONAL, TECHNICAL,  
AND ADULT EDUCATION, MADISON.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUN74 56P.

DESCRIPTORS - \*DIAL ACCESS  
INFORMATION SYSTEMS; \*INFORMATION  
RETRIEVAL; \*COMPUTER STORAGE  
DEVICES; \*USE STUDIES;  
\*INFORMATION UTILIZATION;  
VOCATIONAL EDUCATION  
IDENTIFIERS - \*EDUCATIONAL  
RESOURCES INFORMATION CENTER; ERIC

ABSTRACT - THE PROJECT, WHICH RAN  
FROM DECEMBER 1, 1973 TO JUNE 30,  
1974, WAS DESIGNED TO DEMONSTRATE  
THE COMPUTER TERMINAL SYSTEM OF  
INFORMATION RETRIEVAL FROM A  
CENTRAL COMPUTER. SPECIFICALLY,  
THE SYSTEM CONCENTRATED ON  
COMPUTER SEARCHING OF THE ERIC  
SYSTEM WITH POTENTIAL SEARCH OF  
THE NATIONAL TECHNICAL INFORMATION  
SERVICE TAPES AS A LONG-RANGE  
GOAL. DEMONSTRATIONS TOOK PLACE BY



LOCATING NINE TERMINALS IN VOLUNTEER DISTRICTS IN WISCONSIN AND CONDUCTING INSERVICE TRAINING TO ACQUAINT PEOPLE WITH ITS USE. ALTERNATE EDUCATIONAL APPLICATIONS OF THE COMPUTER TERMINAL WERE IDENTIFIED AND A 4-MONTH USAGE BY STAFF IS TO BE CONTINUED. FAVORABLE ACCEPTANCE OF THE SYSTEM WAS FOUND AND FUTURE EXPANSION OF THE EXISTING SYSTEM IS ENVISIONED. (AUTHOR/MU)

VT 101 098

VANDERSYPEN, JOHN J., JR.  
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION. INTERIM REPORT.

NATCHITOCHEFS PARISH SCHOOL BOARD,  
LA.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OFG-0-73-5308  
PUB DATE - JUN74 215P.

DESCRIPTORS - \*DEVELOPMENTAL PROGRAMS; \*CAREER EDUCATION; \*RURAL SCHOOLS; \*COUNTY SCHOOL SYSTEMS; \*RESOURCE UNITS; PROGRAM EVALUATION  
IDENTIFIERS - LOUISIANA

ABSTRACT - THE UNDERLYING OBJECTIVE OF THIS EXEMPLARY PROGRAM FOR CAREER EDUCATION, REPORTED FOR THE PERIOD JUNE 15, 1973 THROUGH JUNE 14, 1974, WAS TO IMPLEMENT THE STATE CAREER EDUCATION MODEL IN A RURAL PARISH THEREBY DEMONSTRATING A WORKABLE PROGRAM CAPABLE OF BEING IMPLEMENTED IN OTHER RURAL PARISHES IN LOUISIANA. THE OVERALL GOAL OF THE PROJECT WAS TO FACILITATE EACH STUDENT'S CAREER ACHIEVEMENT BY RELATING HIS EDUCATIONAL PROGRAM TO HIS NEEDS FOR SKILLS THAT WILL ENABLE HIM TO BROADEN HIS OCCUPATIONAL ASPIRATIONS AND OPPORTUNITIES AND TO EARN A LIVING. THE PROJECT GOALS FOR EACH OF THE PROJECT COMPONENTS WERE: (1) GUIDANCE AND COUNSELING, (2) CAREER ACHIEVEMENT SKILLS, (3) ELEMENTARY CAREER AWARENESS, (4) JUNIOR HIGH ORIENTATION/EXPLORATION, (5) SENIOR HIGH AND POST-HIGH JOB PREPARATION, AND (6) PLACEMENT OF ALL EXITING STUDENTS EITHER IN JOBS OR IN OTHER EDUCATIONAL PROGRAMS. IN ADDITION TO MATERIALS, RESOURCES, FORMS, AND ACTIVITIES THE APPENDIXES INCLUDE THE EVALUATION REPORT OF THE EXEMPLARY PROGRAM IN NATCHITOCHEFS PARISH, LOUISIANA. (MF)

VT 101 099

BANKS, JESS  
A COMPARISON OF IDENTIFIED TEACHING SUCCESS CHARACTERISTICS OF ADULT VOCATIONAL TEACHERS WITH THEIR ATTITUDE INVENTORY SCORES.

MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - MAY74 62P. M.S.  
THESIS. OKLAHOMA STATE UNIV., STILLWATER.

DESCRIPTORS - \*TEACHER RATING; \*VOCATIONAL EDUCATION TEACHERS; ADULT VOCATIONAL EDUCATION; \*TEACHER CHARACTERISTICS; CORRELATION; \*SUCCESS FACTORS; \*TEACHER ATTITUDES; ATTITUDE TESTS; SELF EVALUATION; STUDENT OPINION; ADULT STUDENTS; MASTERS THESES

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DETERMINE IF THERE WERE CERTAIN IDENTIFIED TEACHING SUCCESS CHARACTERISTICS THAT CAN BE CORRELATED WITH THE ATTITUDE INVENTORY SCORES OF ADULT VOCATIONAL TEACHERS. DATA WERE COLLECTED BY THE MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI) AT THREE MANPOWER SKILLS CENTERS IN OKLAHOMA. THE TEACHERS ALSO RATED THEMSELVES ON THEIR PERCEPTIONS OF STATED TEACHING CHARACTERISTICS, AS DID THEIR STUDENTS AND ADMINISTRATORS. IT WAS FOUND THAT THERE WAS LITTLE OR NO CORRELATION BETWEEN THE MTAI SCORES AND THE CRITERION RATINGS OF THE TEACHERS AND STUDENTS, AND ONLY A SLIGHT CORRELATION BETWEEN THE SCORES AND THE ADMINISTRATORS' RATINGS. IT IS DOUBTFUL IF THE MTAI WOULD BE OF VALUE AS AN AID FOR SELECTION AND HIRING OF VOCATIONAL INSTRUCTORS FOR ADULT VOCATIONAL CLASSES. DETAILED CONCLUSIONS AND RECOMMENDATIONS ARE PRESENTED. (MF)

VT 101 100

TEACHER TRAINING IN CAREER EDUCATION. FINAL REPORT.

MAINE UNIV., GROND. COLL. OF EDUCATION.  
MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA.  
BUREAU OF VOCATIONAL EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 30JUN74 36P.

DESCRIPTORS - \*TEACHER PROGRAMS; MODELS; \*CAREER EDUCATION; \*INSERVICE TEACHER EDUCATION; \*TEACHER WORKSHOPS  
IDENTIFIERS - MAINE

ABSTRACT - THE TEACHER TRAINING IN CAREER EDUCATION PROJECT WAS DESIGNED TO DEVELOP AN INSERVICE TRAINING MODEL THAT COULD BE USED BY LOCAL SCHOOL SYSTEMS FOR INITIATING PROGRAMS IN CAREER EDUCATION. THE PROGRAM CONSISTED OF TWO MAJOR COMPONENTS: STRUCTURED INSERVICE TRAINING WORKSHOPS AND DEVELOPMENT OF A



MODEL TRAINER'S MANUAL. THE MAJOR FOCUS OF THE WORKSHOPS WAS TO INTRODUCE THE CONCEPTS AND DEMONSTRATE APPLICATIONS OF CAREER EDUCATION. THE TRAINER'S MANUAL WAS DESIGNED FOR USE BY LOCAL EDUCATION PERSONNEL TO TRAIN ALL STAFF IN CAREER EDUCATION. (AUTHOR/MF)

VT 101 101

BORDINI, D.J.

A TASK ANALYSIS OF VOCATIONAL-TECHNICAL-ADULT SCHOOL COORDINATORS IN THE STATE OF WISCONSIN. FINAL REPORT.

FOX VALLEY TECHNICAL INST., APPLETON, WIS.; WISCONSIN UNIV. - STOUT, MENOMONIE. CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION. WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. MF AVAILABLE IN VT-ERIC SET. PUB DATE - 30JUN73 276P.

DESCRIPTORS - \*COORDINATORS; \*TASK ANALYSIS; \*EDUCATIONAL COORDINATION; STATE SURVEYS; \*AREA VOCATIONAL SCHOOLS; ADULT VOCATIONAL EDUCATION; PROGRAM DEVELOPMENT; PROGRAM COORDINATION IDENTIFIERS - WISCONSIN

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE FUNCTIONAL AND DIRECTIVE RESPONSIBILITIES OF ALL THE COORDINATORS IN THE WISCONSIN VOCATIONAL-TECHNICAL-ADULT SCHOOL SYSTEM THROUGH A TASK ANALYSIS. DISTRICT REORGANIZATION SEVERAL YEARS AGO EXTENDED THE CONCEPT OF CONTINUING EDUCATION TO A GREATER NUMBER AND PROVIDED A MORE RESPONSIVE SYSTEM TO MEET THE CHANGING TECHNOLOGICAL AND SOCIAL NEEDS OF INDIVIDUALS. TO LEARN THE TASKS PERFORMED IN EACH MAJOR AREA OF COORDINATION, A TASK ANALYSIS INSTRUMENT WAS DEVELOPED AND MAILED TO COORDINATORS IN THE AREA VOCATIONAL-TECHNICAL-ADULT SCHOOLS IN WISCONSIN. THE SURVEY RESPONSES INDICATED THAT THE ROLE OF COORDINATORS HAS CHANGED IN THAT THEY ARE NOW MORE INVOLVED WITH ADULT CONTINUING EDUCATION AND WITH COURSE CONTENT. THE DOCUMENT INCLUDES THE TASK ANALYSIS SURVEY AND A DETAILED STATISTICAL SUMMARY OF THE COORDINATORS' RESPONSES. THE DATA MAY BE USED TO UPGRADE THE POSITION OF COORDINATOR AND ALSO TO DETERMINE THE COURSES NEEDED FOR CERTIFICATION OF COORDINATORS. (MF)

VT 101 102

LAWSON, RODGER S.

PERSPECTIVES ON THE DEVELOPMENT OF A COMPREHENSIVE LABOR MARKET

INFORMATION SYSTEM FOR MICHIGAN. METHODS FOR MANPOWER ANALYSIS NO. 6.

UPJOHN (W.E.) INST. FOR EMPLOYMENT RESEARCH, KALAMAZOO, MICH. MICHIGAN STATE DEPT. OF EDUCATION, LANSING. VOCATIONAL EDUCATION AND CAREER DEVELOPMENT SERVICE.; MICHIGAN STATE OFFICE OF MANPOWER PLANNING, LANSING. MF AVAILABLE IN VT-ERIC SET. W.E. UPJOHN INST. FOR EMPLOYMENT RESEARCH, 300 SOUTH WESTMEDE AVE., KALAMAZOO, MICH. 49007 (\$1.75) PUB DATE - APR73 79P.

DESCRIPTORS - \*LABOR MARKET; \*INFORMATION SYSTEMS; \*MANPOWER DEVELOPMENT; SYSTEMS DEVELOPMENT; DELIVERY SYSTEMS; MANPOWER NEEDS; STATEWIDE PLANNING; EMPLOYMENT STATISTICS; DATA BANKS IDENTIFIERS - MICHIGAN

ABSTRACT - IN MICHIGAN, AS IN OTHER PARTS OF THE COUNTRY DURING RECENT YEARS, INTEREST HAS BEEN GROWING IN THE DEVELOPMENT OF A LABOR MARKET INFORMATION SYSTEM TO SUPPORT THE PROVISION OF EDUCATION AND MANPOWER SERVICES AT THE STATE AND LOCAL LEVEL. THIS STUDY WAS PREPARED TO CONTRIBUTE TO THE DEVELOPMENT OF A COMPREHENSIVE MANPOWER INFORMATION SYSTEM FOR THE STATE OF MICHIGAN. SECTIONS OF THE REPORT DISCUSS DATA ELEMENTS NEEDED IN SUCH AN INFORMATION SYSTEM, THE NEED FOR THE SYSTEM, EXISTING SOURCES OF DATA FOR LABOR MARKET INFORMATION, NEW DATA REQUIREMENTS AND PROGRAMS, AND RECOMMENDATIONS FOR FUTURE ACTION. APPENDED ARE SOURCES OF LABOR MARKET INFORMATION, COMPONENTS OF A COMPREHENSIVE MANPOWER INFORMATION SYSTEM, AND SUGGESTED LABOR MARKET INFORMATION AREAS. (MF)

VT 101 103

MAXWELL, DAVID KENT  
INSTRUCTOR PERFORMANCE APPRAISAL IN COMMUNITY COLLEGES.

MF AVAILABLE IN VT-ERIC SET. PUB DATE - JUN74 110P. ED.D THESIS, OREGON STATE UNIV., CLRVALLIS.

DESCRIPTORS - \*COMMUNITY COLLEGES; \*TEACHER EVALUATION; \*EVALUATION METHODS; \*FACULTY EVALUATION; DOCTORAL THESES

ABSTRACT - TO DETERMINE THE DIFFERENCES IN METHODS OF APPRAISING INSTRUCTORS AT COMMUNITY COLLEGES, 160 QUESTIONNAIRES MAILED TO FIVE STATES WERE ANALYZED. FROM FLORIDA, IOWA, NEW YORK, TEXAS, AND WASHINGTON, INFORMATION WAS

COLLECTED FROM ADMINISTRATORS AND INSTRUCTORS SELECTED AT RANDOM FROM FACULTIES IN PARTICIPATING COMMUNITY COLLEGES. ANALYSIS OF VARIANCE WAS USED TO ANALYZE THE DATA WHICH PRODUCED THE FOLLOWING FINDINGS: (1) THE INSTRUCTOR'S IMMEDIATE SUPERVISOR IS PRIMARILY RESPONSIBLE FOR APPRAISAL, (2) RATING SCALES ARE USED MOST OFTEN FOR APPRAISAL, (3) CRITERIA INCLUDE CLASSROOM INTERACTION, PERSONAL ATTRIBUTES, CLASS MANAGEMENT, TEACHING PLANS, AND COMMITMENT TO THE INSTITUTIONAL GOALS, AND (4) SOME FEW DIFFERENCES IN STATES, ADMINISTRATOR AND INSTRUCTOR RESPONSES, AND INSTITUTIONS OF MULTI-OR SINGLE-CAMPUS ORGANIZATION ARE SEEN. THIS DOCTORAL DISSERTATION WAS SUBMITTED TO THE OREGON STATE UNIVERSITY. (MU)

#### VT 101 104

DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR TELEPHONE TECHNICIANS TRAINING (ITPTT). FINAL REPORT.

NORTH DAKOTA STATE SCHOOL OF SCIENCE, WAHPECON.  
NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.  
MF AVAILABLE IN VT-ERIC SET.  
RES-SER-6  
PUB DATE - JUN74 125P.

DESCRIPTORS - \*INSTRUCTIONAL MATERIALS; \*TECHNICAL EDUCATION; \*POST SECONDARY EDUCATION; \*TELEPHONE COMMUNICATION SYSTEMS; ELECTRONIC TECHNICIANS; \*MATERIAL DEVELOPMENT; PROGRAM DEVELOPMENT  
IDENTIFIERS - \*NORTH DAKOTA

ABSTRACT - THIS DOCUMENT REPORTS A PROJECT IN NORTH DAKOTA FOR DEVELOPING INSTRUCTIONAL MATERIALS TO TRAIN TELEPHONE TECHNICIANS. METHODS INVOLVED FOUR PERSONS WORKING ON A PART TIME BASIS, THREE FROM INDUSTRY AND ONE FROM A POST SECONDARY TECHNICAL SCHOOL. MATERIALS DEVELOPED WERE SUBMITTED TO AN ADVISORY COMMITTEE FROM INDUSTRY, THE STATE DEPARTMENT OF EDUCATION, THE NORTH DAKOTA RESEARCH COORDINATING UNIT, STATE BOARD VOCATIONAL EDUCATION AND LABOR UNION REPRESENTATIVES. ONE OF THE THREE COURSES PLANNED WAS FINISHED AND IS INCLUDED, THE BASIC X-Y DIAL SYSTEMS. THREE PIECES OF INSTRUCTIONAL MATERIALS FROM IT ARE ATTACHED, THE INSTRUCTOR'S MANUAL, THE STUDY GUIDE, AND A SET OF TEACHING AIDS. TWO ADDITIONAL COURSES ARE PLANNED. (MU)

#### VT 101 105

BLOMQUIST, ROGER, AND OTHERS  
A FOLLOW-UP OF FISCAL YEAR 1970

OFFICE AND DISTRIBUTIVE EDUCATION GRADUATES FROM VOCATIONAL EDUCATION POST-SECONDARY PROGRAMS. FINAL REPORT.

NORTH DAKOTA UNIV., GRAND FURKS.  
NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.;  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
RES-SER-7  
PUB DATE - JUN74 138P.

DESCRIPTORS - \*GRADUATE SURVEYS; \*VOCATIONAL FOLLOWUP; \*OFFICE OCCUPATIONS EDUCATION; \*DISTRIBUTIVE EDUCATION; POST SECONDARY EDUCATION; PROGRAM EVALUATION  
IDENTIFIERS - NORTH DAKOTA

ABSTRACT - A FOLLOWUP STUDY GATHERED DATA ON THE OFFICE EDUCATION AND DISTRIBUTIVE EDUCATION GRADUATES FROM REIMBURSABLE PROGRAMS IN NORTH DAKOTA'S POSTSECONDARY SCHOOLS FOR FISCAL YEAR 1970. A TOTAL OF 205 QUESTIONNAIRES WERE USED FOR DATA ANALYSIS, 168 IN OFFICE EDUCATION AND 37 IN DISTRIBUTIVE EDUCATION. THE QUESTIONNAIRES REQUESTED DATA IN THE AREAS OF PERSONAL INFORMATION, FIRST EMPLOYMENT, CURRENT EMPLOYMENT, VOCATIONAL PROGRAM, ADDITIONAL EDUCATION/TRAINING, AND RECOMMENDATIONS FOR IMPROVEMENT IN THE VOCATIONAL PROGRAMS. DETAILED RESPONSES TO THE QUESTIONNAIRES COMPRISE THIS REPORT. (MF)

#### VT 101 106

CONCORD CAREER EDUCATION PROJECT. FINAL EVALUATION REPORT.

UNCO, INC., RYE, N.H.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUN74 75P.

DESCRIPTORS - \*CAREER EDUCATION; \*SUMMATIVE EVALUATION; \*PROGRAM EVALUATION; SCHOOL DISTRICTS; QUESTIONNAIRES  
IDENTIFIERS - CONCORD; NEW HAMPSHIRE

ABSTRACT - A SUMMATIVE EVALUATION OF THE FIRST YEAR OF THE CONCORD CAREER EDUCATION PROJECT IS PRESENTED IN THIS REPORT. MAJOR FIRST-YEAR GOALS OF THE PROJECT WERE THE INTRODUCTION OF CAREER EDUCATION CONCEPTS AND ACTIVITIES IN THE CLASSROOM, DEVELOPMENT OF CAREER EDUCATION CURRICULUM PROGRAMS, AND DEVELOPMENT OF STUDENT TESTING AND A PROCESS FOR EXPLORATION OF AND PREPARATION FOR THE WORLD OF WORK. A CAREER EDUCATION EVALUATION QUESTIONNAIRE DISTRIBUTED TO APPROXIMATELY 400 STAFF MEMBERS OF THE CONCORD SCHOOL DISTRICT HAD A 20 PERCENT

ARM/VOL 7 NO 6

RETURN. THE QUESTIONNAIRE RESULTS ARE PRESENTED IN FULL. COMMENTS AND RECOMMENDATIONS ON EACH OF EIGHT SPECIFIC PROGRAM GOALS AND OBJECTIVES ARE DETAILED IN THE REPORT. RECOMMENDED PRIORITIES FOR FISCAL YEAR 1974-75 INCLUDE CRITICAL REVIEW OF THE OBJECTIVES TO MAKE MAXIMUM USE OF EXISTING STAFF AND RESOURCES, WHAT RESOURCES SHOULD BE AVAILABLE, AND DEVELOPMENT OF A TESTING CENTER AND A CURRICULUM GUIDE. (MF)

VT 101 107

BROOKS, KENT, COMP., AND OTHERS. START-UP TRAINING IN MISSISSIPPI. PROGRAM DEVELOPMENT GUIDE.

MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, STATE COLLEGE. MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION. MF AVAILABLE IN VT-ERIC SET. PUB DATE - 74 19P.

DESCRIPTORS - \*VOCATIONAL RETRAINING; \*JOB TRAINING; \*INDUSTRIAL TRAINING; \*SCHOOL INDUSTRY RELATIONSHIP; COOPERATIVE PROGRAMS; \*TRAINING OBJECTIVES; TRAINING TECHNIQUES; PROGRAM DEVELOPMENT; GUIDES. IDENTIFIERS - MISSISSIPPI

ABSTRACT - A PROGRAM OF START-UP TRAINING IN MISSISSIPPI WAS ORGANIZED DUE TO A GROWING NEED TO PREPARE SKILLED WORKERS FOR NEW CAREER OPPORTUNITIES RESULTING FROM NEW OR EXPANDING INDUSTRIES IN THE STATE. EACH START-UP TRAINING PROGRAM IS A JOINT EFFORT BETWEEN THE INDUSTRY AND A PUBLIC EDUCATIONAL INSTITUTION, WITH JOB TRAINING BEING A COOPERATIVE EFFORT. THIS GUIDE PRESENTS A LOGICAL SEQUENCE OF CONCEPTS FOR START-UP TRAINING. IT ALERTS OFFICIALS TO NECESSARY DECISION POINTS AND PROVIDES A BASE FOR UNDERSTANDING THE PURPOSE OF A START-UP TRAINING PROGRAM. PHASES OF THE PROGRAM PRESENTED ARE: (1) ESTABLISHING RAPPORT, (2) IDENTIFYING TRAINING OBJECTIVES, (3) DETERMINING TRAINING METHODS/MEANS, (4) CONDUCTING THE TRAINING, AND (5) EVALUATING THE PROJECT. SOME OF THE PROGRAMS IN MISSISSIPPI ARE BRIEFLY DESCRIBED. (MF)

VT 101 108

DUSEWICZ, RUSSELL A. A TWO YEAR ASSESSMENT OF THE IN-HOME VOCATIONAL PROGRAM IN CHILD CARE SERVICES FOR DISADVANTAGED MOTHERS. FINAL REPORT.

WEST CHESTER STATE COLL., PA. LEARNING RESEARCH CENTER.

PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. MF AVAILABLE IN VT-ERIC SET. PUB DATE - 30JUN73 51P.

DESCRIPTORS - \*CHILD CARE; \*HOME PROGRAMS; \*JOB TRAINING; \*INDIVIDUAL INSTRUCTION; \*LESSON PLANS; MOTHERS; LOW INCOME GROUPS; MANPOWER DEVELOPMENT; EXPERIMENTAL PROGRAMS; PROGRAM EVALUATION. IDENTIFIERS - WEST CHESTER; PENNSYLVANIA

ABSTRACT - THE EXPERIMENTAL IN-HOME VOCATIONAL TRAINING PROGRAM IS A COMPONENT OF THE PENNSYLVANIA RESEARCH IN INFANT DEVELOPMENT AND EDUCATION PROJECT. THE IN-HOME PROGRAM HAS BEEN BOTH AN ALTERNATE METHOD FOR TRAINING INDIVIDUALS TO MEET RISING DEMANDS OF THE EMPLOYMENT MARKET FOR QUALIFIED CHILD CARE WORKERS AND TO PREPARE LOW INCOME PERSONS FOR VOCATIONAL OPPORTUNITIES IN THIS FIELD. PARTICIPANTS WERE SELECTED IN THE WEST CHESTER, PENNSYLVANIA AREA ON THE BASIS OF INTERVIEWS WITH LOW INCOME MOTHERS AND BABYSITTERS HAVING NO SPECIFIC VOCATIONAL TRAINING. THE TRADITIONAL GROUP TRAINING MODEL WAS PLACED BY PRESENTATION OF THE LESSONS INDIVIDUALLY BY A TUTOR IN THE PARTICIPANT'S HOME. TEST SCORES OF THE IN-HOME VOCATIONAL TRAINING PROGRAM PARTICIPANTS COMPARED FAVORABLY WITH THOSE OF PARTICIPANTS IN THE LOCAL COMMUNITY COORDINATED CHILD CARE INTERAGENCY MANPOWER TRAINING PROGRAM, A SIMILARLY AIMED PROGRAM BASED ON GROUP SESSIONS. AN INDEPENDENT SURVEY CONCLUDED THAT THE IN-HOME PROGRAM HAD A POSITIVE EFFECT ON PARTICIPANTS' KNOWLEDGE AND ATTITUDES AND PROVIDED BOTH PERSONAL AND VOCATIONAL BENEFITS. (MF)

VT 101 109

LEVIN, HERBERT ALAN. AN ANALYSIS OF SELECTED CHARACTERISTICS OF STUDENTS IN CLERICAL SKILLS LABORATORIES COMPARED TO STUDENTS IN TRADITIONAL CLERICAL SKILLS TRAINING CLASSES. FINAL REPORT.

PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION. MF AVAILABLE IN VT-ERIC SET. PUB DATE - AUG73 26P. FROM FD.O THESIS, TEMPLE UNIVERSITY, PHILADELPHIA.

DESCRIPTORS - \*STUDENT CHARACTERISTICS; \*BUSINESS SKILLS; \*COMPARATIVE TESTING; \*TEACHING

METHODS; EDUCATIONALLY  
DISADVANTAGED; GRADE 11; DOCTORAL  
THESES

ABSTRACT - THE INVESTIGATION REPORTED IN THIS DOCTORAL DISSERTATION MEASURED SELECTED CHARACTERISTICS OF STUDENTS ENROLLED IN CLERICAL SKILLS LABORATORIES COMPARED WITH STUDENTS ENROLLED IN TRADITIONAL CLERICAL SKILLS TRAINING CLASSES. THE PURPOSE OF THE STUDY WAS TO DETERMINE IF THE INSTRUCTIONAL METHODS USED IN LABORATORIES WERE MORE EFFECTIVE IN IMPROVING STUDENTS' BASIC CLERICAL SKILLS, SELF-ESTEEM, AND WORK ATTITUDES THAN THOSE USED IN THE TRADITIONAL CLASSES. THE SAMPLE OF 190 ACADEMICALLY DISADVANTAGED HIGH SCHOOL CLERICAL STUDENTS IN GRADE 11 WAS TESTED IN TWO GROUPS, THE EXPERIMENTAL ENROLLED IN THE LABORATORIES UTILIZING SELF-INSTRUCTIONAL, INDIVIDUALIZED LEARNING PACKETS AND MULTIMEDIA AIDS AND THE CONTROL GROUP ENROLLED IN THE TRADITIONAL CLERICAL CLASSES. IT WAS FOUND THAT THE EXPERIMENTAL GROUP SCORED SIGNIFICANTLY HIGHER IN CLERICAL ABILITY AND IN INFREQUENCY OF ABSENCES. NO SIGNIFICANT DIFFERENCES WERE FOUND IN SELF-ESTEEM AND ATTITUDES TOWARD WORK. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS ARE OUTLINED. (MF)

VT 101 110  
PENNSYLVANIA VOCATIONAL EDUCATION  
CURRICULUM CENTER. JANUARY 1973-  
JUNE 1973. FINAL REPORT.

MILLERSVILLE STATE COLL., PA.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 04SEP73 20P.

DESCRIPTORS - \*INSTRUCTIONAL  
MATERIALS CENTERS; \*VOCATIONAL  
EDUCATION; \*INFORMATION  
DISSEMINATION; EDUCATIONAL  
PROGRAMS; STATE SURVEYS;  
VOCATIONAL DIRECTORS  
IDENTIFIERS - PENNSYLVANIA

ABSTRACT - THE PENNSYLVANIA  
VOCATIONAL EDUCATION CURRICULUM  
CENTER FUNCTIONS AS A COMPONENT OF  
THE VOCATIONAL EDUCATION  
INFORMATION NETWORK ON THE  
MILLERSVILLE STATE COLLEGE CAMPUS.  
THE CENTER IS WORKING WITH THE  
BUREAU OF VOCATIONAL EDUCATION AND  
THE RESEARCH COORDINATING UNIT TO  
MAKE A VARIETY OF CURRICULUM  
MATERIALS AVAILABLE TO LOCAL  
VOCATIONAL PROGRAMS THROUGHOUT  
PENNSYLVANIA. ACTIVITIES DURING  
THE INITIAL SIX-MONTH OPERATIONAL  
PERIOD FOCUSED ON IDENTIFYING AND

COLLECTING CURRICULUM MATERIALS TO  
BE USED IN VOCATIONAL PROGRAMS. A  
BASIC PLAN FOR REVIEWING AND  
EVALUATING MATERIALS WAS  
FORMULATED AND WILL BE IMPLEMENTED  
TO ASSIST DISSEMINATION  
SPECIALISTS IN RESPONDING WITH  
USABLE CURRICULUM MATERIALS.  
APPENDED ARE: (1) A QUESTIONNAIRE  
TO ALL VOCATIONAL DIRECTORS IN  
PENNSYLVANIA ON USE OF CURRICULUM  
MATERIALS AND THE TABULATED  
RESPONSES TO THE QUESTIONNAIRE,  
AND (2) A LISTING OF VOCATIONAL  
COURSES AND CURRICULUM MATERIALS  
AVAILABLE TO VOCATIONAL EDUCATORS  
IN PENNSYLVANIA. (MF)

VT 101 111  
HARRISBURG CHAPTER PROJECT 70,001  
OF THE DISTRIBUTIVE EDUCATION  
CLUBS OF AMERICA. FINAL REPORT.

HARRISBURG SCHOOL DISTRICT, PA.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 22AUG73 9P.

DESCRIPTORS - \*CUT OF SCHOOL  
YOUTH; \*ON THE JOB TRAINING;  
\*DISTRIBUTIVE EDUCATION; \*EVENING  
STUDENTS; ANNUAL REPORTS

ABSTRACT - THE PROJECT 70,001  
YEAR-END REPORT OF THE HARRISBURG,  
PENNSYLVANIA, SCHOOL DISTRICT  
SHOWS THE EMPLOYMENT PLACEMENT AND  
PARTICIPATING AREA MERCHANTS FOR  
THE HARRISBURG CHAPTER OF THE  
DISTRIBUTIVE EDUCATION CLUBS OF  
AMERICA. OF THE 179 YOUNG PEOPLE  
ACCEPTED AS MEMBERS OF THE  
PROJECT, 134 HAVE BEEN PLACED ON  
JOBS. THESE FULL-TIME JOB TRAINEES  
ARE ALSO TAKING EVENING COURSES  
DESIGNED TO PREPARE THEM TO EARN  
THEIR HIGH SCHOOL EQUIVALENCY  
CERTIFICATES. PURPOSES AND  
OBJECTIVES OF THE PROJECT ARE  
LISTED IN THE REPORT ALONG WITH A  
STATISTICAL SUMMARY. (MF)

VT 101 112  
HORVATH, RONALD J.  
A STUDY OF COMMUNITY COLLEGE  
STUDENTS WHO ARE GRADUATES OF  
VOCATIONAL TECHNICAL AND COLLEGE  
PREPARATORY HIGH SCHOOL  
CURRICULUMS. FINAL REPORT.

LEHIGH COUNTY COMMUNITY COLL.,  
SCHNECKSVILLE, PA.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 01JUL73 101P.

DESCRIPTORS - \*COMMUNITY COLLEGES;  
\*INDIVIDUAL DIFFERENCES; \*STUDENT  
CHARACTERISTICS; COLLEGE



GRADUATES; STUDENT COLLEGE  
RELATIONSHIP  
IDENTIFIERS - PENNSYLVANIA

ABSTRACT - TO DETERMINE THE DIFFERENCES BETWEEN THE VOCATIONAL-TECHNICAL STUDENTS AND THE COLLEGE PREPARATORY STUDENTS WHO ENTER COMMUNITY COLLEGES, STUDENT DATA WERE EXAMINED FROM TWO COMMUNITY COLLEGES IN PENNSYLVANIA WITH A COMBINED ENROLLMENT OF 4500. THREE GENERAL AREAS OF DATA WERE EXAMINED, DEMOGRAPHIC DATA, EDUCATION PRIOR TO COLLEGE ENROLLMENT, AND ACHIEVEMENT IN COLLEGE. FINDINGS OF THE STUDY INCLUDED THESE: (1) DEMOGRAPHIC DATA FROM THE TWO GROUPS OF STUDENTS WERE MORE SIMILAR THAN DISSIMILAR, (2) COLLEGE PREPARATORY STUDENTS SCORED HIGHER ON ALL SEVEN PRE-ADMISSION EDUCATION VARIABLES, AND (3) LITTLE DIFFERENCES EXISTED AMONG THE STUDENTS AS TO GRADUATION AND MEMBERSHIP ASSOCIATIONS. IT WAS CONCLUDED THAT ALTHOUGH THE STUDENTS DIFFERED ON THE PRE-COLLEGE EDUCATIONAL ACHIEVEMENTS AND APTITUDES THEY WERE SIMILAR IN THEIR PERSISTENCE TOWARD GRADUATION. (AUTHOR/MU)

VT 101 113  
RESEARCH AND DEVELOPMENT PROJECT  
IN CAREER EDUCATION. FINAL REPORT.

CALCASIEU PARISH SCHOOL SYSTEM,  
LAKE CHARLES, LA.  
BUREAU OF ADULT, VOCATIONAL, AND  
TECHNICAL EDUCATION (DHEW/OE),  
WASHINGTON, D.C.; LOUISIANA STATE  
DEPT. OF EDUCATION, BATON ROUGE.  
MF AVAILABLE IN VT-ERIC SET.  
OEG-73-5308  
PUB DATE - 15JUN74 3DOP.

DESCRIPTORS - \*CAREER EDUCATION;  
\*GUIDANCE COUNSELING; \*EDUCATIONAL  
PLANNING; \*VOCATIONAL DEVELOPMENT;  
\*VOCATIONAL EDUCATION; ELEMENTARY  
GRADES; SECONDARY GRADES  
IDENTIFIERS - \*CALCASIEU PARISH  
SCHOOL SYSTEM; LOUISIANA

ABSTRACT - COVERING THE TIME PERIOD FROM JUNE 15, 1973 TO JUNE 15, 1974, THIS REPORT DOCUMENTS A PROJECT TO CONTINUE THE CAREER EDUCATION PROGRAM BEGUN IN 1972 IN CALCASIEU PARISH, LOUISIANA. GOALS, PROCEDURES, EVALUATIONS, ACCOMPLISHMENTS, AND RECOMMENDATIONS ARE DESCRIBED. CAREER GUIDANCE COMPONENTS OF THE PROGRAM PROVIDE GROUP AND INDIVIDUAL STUDENT COUNSELING AND TEACHER PLANNING, DEVELOPMENT OF MATERIALS FOR CAREER EDUCATION, AND ESTABLISHMENT OF PLACEMENT SERVICES FOR EXITING STUDENTS. RESEARCH AND DEVELOPMENT ACTIVITIES HAVE PROVIDED

INSTRUCTIONAL MATERIALS, PROGRAM MODELS FOR ELEMENTARY, MIDDLE, AND SECONDARY SCHOOLS, PERSONNEL TRAINING, AND AN INFORMATION SYSTEM. RECOMMENDATIONS CENTER ON A 3-YEAR PLAN FOR GRANTS. (MJ)

VT 101 114  
WAYDA, SUELEN M.; WEIS, SUSAN F.  
FEASIBILITY OF CONTINUING  
EDUCATION FOR SECONDARY FOOD  
SERVICE INSTRUCTORS IN  
PENNSYLVANIA BASED ON  
CERTIFICATION NEEDS, SELF-  
PERCEIVED ACADEMIC NEEDS, AND  
INTEREST. FINAL REPORT.

PENNSYLVANIA STATE UNIV.,  
UNIVERSITY PARK.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 29OCT73 183P.

DESCRIPTORS - \*HOME ECONOMICS  
TEACHERS; \*TEACHER CERTIFICATION;  
\*TEACHER EDUCATION; \*EDUCATIONAL  
NEEDS; \*TEACHER EDUCATION  
CURRICULUM; FOOD SERVICE; TEACHER  
IMPROVEMENT  
IDENTIFIERS - \*PENNSYLVANIA

ABSTRACT - TO DETERMINE THE FEASIBILITY OF A CONTINUING EDUCATION PROGRAM FOR FOOD SERVICE TEACHERS, PERSONAL DATA FORMS WERE MAILED TO 123 TEACHERS OF FOOD SERVICE IN PENNSYLVANIA. FINDINGS REVEALED THAT OVER HALF OF THE TEACHERS LACKED PERMANENT CERTIFICATION AND THAT OVER 85 PERCENT WERE INTERESTED IN CONTINUING EDUCATION COURSES. A SECOND QUESTIONNAIRE, A SELF-RATING INSTRUMENT OF TEACHING COMPETENCE, WAS COMPLETED BY 68 TEACHERS. THEIR REPLIES INDICATED INADEQUACIES ASSOCIATED WITH THE AMOUNT AND TYPE OF TRADE EXPERIENCE AND THE AMOUNT AND KIND OF PRIOR TEACHING EXPERIENCE THEY HAD COMPLETED. ANALYSIS OF DATA FROM ALL RESPONDENTS INDICATED THAT THE TEACHERS FELT MOST INSECURE IN THE AREAS OF EVALUATING INSTRUCTION, PLANNING INSTRUCTION, THEIR PROFESSIONAL ROLE, AND PUBLIC AND HUMAN RELATIONS. THESE FINDINGS SUGGEST AREAS OF EMPHASIS FOR FOOD SERVICE TEACHER CONTINUING EDUCATION COURSES. (AUTHOR/MU)

VT 101 115  
MAYNARD, RICHARD IMRI  
THE ATTITUDES OF SELECTED STUDENT  
TEACHERS AT OKLAHOMA STATE  
UNIVERSITY TOWARD THE PHYSICALLY  
DISABLED.

MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUL74 87P. M.S.  
THESIS, OKLAHOMA STATE UNIV.,



STILLWATER.

DESCRIPTORS - \*TEACHER ATTITUDES;  
\*STUDENT TEACHERS; \*PHYSICALLY  
HANDICAPPED; MASTERS THESES;  
INDIVIDUAL CHARACTERISTICS;  
SPECIAL EDUCATION

ABSTRACT - TO IDENTIFY ATTITUDES  
TOWARD THE PHYSICALLY DISABLED,  
QUESTIONNAIRES WERE ADMINISTERED  
TO 150 STUDENT TEACHERS OF  
AGRICULTURAL EDUCATION, HOME  
ECONOMICS EDUCATION, SPECIAL  
EDUCATION, AND GENERAL EDUCATION  
AT OKLAHOMA STATE UNIVERSITY.  
FINDINGS INDICATED THAT, IN  
GENERAL, STUDENT TEACHERS FELT TOO  
LITTLE PREPARATION TIME WAS  
DEVOTED IN THEIR TRAINING TO  
COPING WITH THE PROBLEMS OF  
TEACHING THE DISABLED. SPECIAL  
PROBLEMS OF THE DISABLED WERE  
VARIED, THE DISABLED REQUIRED  
EXTRA ATTENTION, AND SEVERELY  
DISABLED WERE HARDER TO HANDLE  
THAN THOSE WITH MINOR HANDICAPS.  
THE TEACHERS IN THE SAMPLE WERE  
PRIMARILY RURAL WOMEN WITH LIMITED  
EXPERIENCE WITH THE DISABLED.  
THOSE WHO SCORED HIGHER ON THE  
TEST INSTRUMENT WERE WOMEN WITH  
SOME SPECIAL EDUCATION COURSES IN  
THEIR TEACHER PREPARATION,  
ESPECIALLY THOSE WHO HAD HAD CLOSE  
VOLUNTARY CONTACT WITH THE  
DISABLED. THIS MASTER'S THESIS WAS  
SUBMITTED TO THE GRADUATE SCHOOL  
AT OKLAHOMA STATE UNIVERSITY. (MU)

VT 101 116  
TIMMINS, WILLIAM M.  
IMPLEMENTING CAREER EDUCATION IN A  
LOCAL EDUCATION AGENCY: A GUIDE. A  
SOURCE BOOK.

OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.; UTAH STATE BOARD  
OF EDUCATION, SALT LAKE CITY.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 74 215P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*ADMINISTRATOR GUIDES;  
\*EDUCATIONAL IMPROVEMENT;  
\*EDUCATIONAL PLANNING; \*FORMATIVE  
EVALUATION

ABSTRACT - DIRECTED TO EDUCATIONAL  
LEADERS WHO ARE IMPLEMENTING  
PROGRAMS OF CAREER EDUCATION AT  
THE DISTRICT LEVEL, THIS SOURCE  
BOOK IS KEYED TO AN ACCOMPANYING  
PROGRAM GUIDE. A FLOW CHART OF THE  
SEQUENTIAL STEPS OF THE  
IMPLEMENTATION PROCEDURES PROVIDES  
THE BASIS FOR THE ORGANIZATION OF  
THE TEXT AND GUIDE. PROCEDURAL  
STEPS INCLUDE THE FOLLOWING  
ACTIVITIES: (1) CONDUCT NEEDS  
ASSESSMENT, (2) DEFINE AND ANALYZE  
NEED FOR CAREER EDUCATION, (3)  
CONSIDER ALTERNATIVES AND DESIGN  
CAREER EDUCATION PROGRAM, (4)  
IMPLEMENT CAREER EDUCATION, AND

(5) EVALUATE AND REVISE AS  
NECESSARY. (MU)

VT 101 117  
FINDERLEIN, THOMAS E.  
CAUSAL RELATIONSHIPS OF STUDENT  
CHARACTERISTICS RELATED TO  
SATISFACTION IN POST HIGH SCHOOL  
EMPLOYMENT.

PENNSYLVANIA STATE UNIV.,  
UNIVERSITY PARK.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
VDS-MONO-20  
PUB DATE - JUN74 162P.

DESCRIPTORS - \*VOCATIONAL  
EDUCATION; \*EDUCATIONAL RESEARCH;  
\*STUDENT CHARACTERISTICS; \*JOB  
SATISFACTION; LONGITUDINAL  
STUDIES; AFFECTIVE BEHAVIOR;  
\*VOCATIONAL DEVELOPMENT  
IDENTIFIERS - \*VOCATIONAL  
DEVELOPMENT STUDY; VDS

ABSTRACT - AS PART OF A  
LONGITUDINAL RESEARCH PROJECT  
WHICH FOLLOWS VOCATIONAL STUDENTS  
THROUGH THEIR HIGH SCHOOL  
EXPERIENCE AND INTO WORK  
SITUATIONS, THIS STUDY FOCUSES ON  
THE STUDENTS' CHARACTERISTICS AND  
THEIR RELATIONSHIP TO EMPLOYMENT  
AFTER HIGH SCHOOL. DATA COLLECTED  
FROM THE ENTIRE NINTH GRADE  
ENROLLMENT OF THE ALTOONA PUBLIC  
SCHOOLS IN THE 1968-1969 SCHOOL  
YEAR (APPROXIMATELY 1,100  
STUDENTS) AND A FOLLOWUP OF THE  
STUDENTS A YEAR AFTER THE  
GRADUATION YEAR WERE ANALYZED TO  
DETERMINE THE EFFECTS OF CERTAIN  
VARIABLES ON JOB SATISFACTION.  
ANALYSIS FOUND GRADE POINT AVERAGE  
TO BE THE MOST PREDICTABLE OF THE  
IN-SCHOOL VARIABLES AND THE JOB  
SATISFACTION MORE PREDICTABLE AND  
MORE FREQUENT FOR WOMEN THAN FOR  
MEN. FAMILY BACKGROUND AND MANUAL  
DEXTERITY APPEARED TO HAVE LITTLE  
RELATIONSHIP TO JOB SATISFACTION.  
OVERALL JOB SATISFACTION WAS NOT  
VERY PREDICTABLE USING IN-SCHOOL  
VARIABLES. THE AMOUNT OF JOB  
SATISFACTION WHICH WAS PREDICTABLE  
BY THE MODEL WAS BY VARIABLES  
ASSOCIATED WITH THE AFFECTIVE  
DOMAIN AND NOT THE COGNITIVE OR  
PSYCHOMOTOR DOMAINS. (AUTHOR/MU)

VT 101 118  
SCHOWALTER, LYNN M.  
THE RELATIONSHIP OF HIGH SCHOOL  
CURRICULUM AND OTHER IN-SCHOOL  
CHARACTERISTICS TO EMPLOYMENT  
SUCCESS ONE YEAR AFTER GRADUATION.

PENNSYLVANIA STATE UNIV.,  
UNIVERSITY PARK.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF

VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
VDS-MONO-16  
PUB DATE - MAR 74 75P.

DESCRIPTORS - \*STUDENT  
CHARACTERISTICS; \*VOCATIONAL  
DEVELOPMENT; \*VOCATIONAL MATURITY;  
\*SUCCESS FACTORS; \*MALES;  
EMPLOYMENT QUALIFICATIONS;  
EDUCATIONAL RESEARCH  
IDENTIFIERS - \*VOCATIONAL  
DEVELOPMENT STUDY; VDS

ABSTRACT - THIS RESEARCH MONOGRAPH IS THE 16TH OF THE VOCATIONAL DEVELOPMENT STUDY (VDS) BEGUN IN THE FALL OF 1968. A SAMPLE OF ALTOONA MALE HIGH SCHOOL GRADUATES FROM TWO DIFFERENT TYPES OF CURRICULUMS (ACADEMIC VS. VOCATIONAL) IS EXAMINED IN TERMS OF ON-THE-JOB SUCCESS AS VIEWED BY THEIR EMPLOYERS. THE STUDY ALSO USED THE NINTH GRADE STUDENT CHARACTERISTICS TO PREDICT JOB SUCCESS ONE YEAR AFTER GRADUATION. FINDINGS INDICATE THAT NEITHER THE ACADEMIC NOR THE VOCATIONAL CURRICULUM CAN BE SAID TO BETTER PREPARE THE MALE STUDENTS FOR JOB SUCCESS. VERBAL AND NUMERICAL ABILITIES AND THE OCCUPATIONAL VALUE OF SALARY ARE MOST PREDICTIVE OF JOB SUCCESS. ALL OF THE FACTORS FOUND TO BE RELATED TO JOB SUCCESS HAVE ALSO BEEN FOUND TO BE RELATED TO IN-SCHOOL SUCCESS, ALTHOUGH VOCATIONAL MATURITY, RELATED POSITIVELY TO IN-SCHOOL AND NEGATIVELY TO JOB SUCCESS. IMPLICATIONS ARE THAT CURRICULUM ALTERNATIVES SHOULD NOT BE RESTRICTED TO ACADEMIC VS. VOCATIONAL CHOICES AND THAT STUDENTS EXPECTING TO GO TO WORK IMMEDIATELY AFTER HIGH SCHOOL SHOULD BE PROVIDED WITH THE SAME QUALITY OF INSTRUCTION IN VERBAL AND NUMERICAL SKILLS AS ARE PROSPECTIVE COLLEGE STUDENTS. FACTORS FROM THE AFFECTIVE DOMAIN (OCCUPATIONAL VALUES AND VOCATIONAL MATURITY) APPEAR TO BE VERY IMPORTANT TO EARLY JOB SUCCESS. (AUTHOR/MU)

VT 101 119  
KAPES, JEROME T.; PAWLOWSKI,  
VLADIMIR  
CHARACTERISTICS OF VOCATIONAL-  
TECHNICAL INSTRUCTORS AND THEIR  
RELATIONSHIP TO STUDENT SHOP  
ACHIEVEMENT.

PENNSYLVANIA STATE UNIV.,  
UNIVERSITY PARK.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
VDS-MONO-17  
PUB DATE - APR 74 67P.

## BEST COPY AVAILABLE

DESCRIPTORS - VOCATIONAL  
EDUCATION; \*VOCATIONAL EDUCATION  
TEACHERS; \*TEACHING EXPERIENCE;  
\*TEACHER CHARACTERISTICS; \*SUCCESS  
FACTORS; \*SCHOOL SHOPS; VOCATIONAL  
DEVELOPMENT  
IDENTIFIERS - \*VOCATIONAL  
DEVELOPMENT STUDY; VDS

ABSTRACT - THIS RESEARCH MONOGRAPH IS ONE OF A CONTINUING SERIES WHICH REPORTS THE RESULTS OF STUDIES CONDUCTED AS PART OF THE LONGITUDINAL VOCATIONAL DEVELOPMENT STUDY UNDERWAY AT PENN STATE SINCE 1968. THE STUDY ITSELF EXAMINES THREE BASIC CHARACTERISTICS OF VOCATIONAL-TECHNICAL INSTRUCTORS (INDUSTRIAL EXPERIENCE, TEACHING EXPERIENCE, AND COLLEGE CREDITS EARNED) IN TERMS OF THEIR RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT, AS MEASURED BY THE OHIO TRADE AND INDUSTRIAL EDUCATION ACHIEVEMENT TESTS. THE SAMPLE FOR THE STUDY WAS 31 INSTRUCTORS AND 876 JUNIOR AND SENIOR STUDENTS FROM THREE VOCATIONAL TECHNICAL SCHOOLS IN PENNSYLVANIA (ALTOONA, HAZELTON, AND JEFFERSON-DUBOIS). FINDINGS INDICATE THAT AMONG THE CHARACTERISTICS EXAMINED, ONLY THE COLLEGE CREDITS EARNED BY INSTRUCTORS DEMONSTRATED SIGNIFICANT POSITIVE RELATIONSHIP TO STUDENT SHOP ACHIEVEMENT, YEARS OF INDUSTRIAL EXPERIENCE APPEAR TO BE NEGATIVELY RELATED, AND STUDENT ABILITY AND SHOP ACHIEVEMENT SHOW LITTLE RELATIONSHIP. (AUTHOR/MU)

VT 101 120  
MCQUAY, PAUL L.  
SHOP ACHIEVEMENT AS AN OUTCOME OF  
ONE YEAR VERSUS TWO YEARS OF AVTS  
INSTRUCTION.

PENNSYLVANIA STATE UNIV.,  
UNIVERSITY PARK.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
VDS-MONO-18  
PUB DATE - MAY 74 60P.

DESCRIPTORS - \*VOCATIONAL  
EDUCATION; \*SCHOOL SHOPS;  
\*VOCATIONAL INTERESTS; \*SUCCESS  
FACTORS; \*VOCATIONAL DEVELOPMENT;  
AFFECTIVE BEHAVIOR  
IDENTIFIERS - \*VOCATIONAL  
DEVELOPMENT STUDY; VDS

ABSTRACT - THIS MONOGRAPH IS ONE OF A SERIES OF CONTINUING REPORTS CONDUCTED IN A LONGITUDINAL VOCATIONAL DEVELOPMENT STUDY SINCE 1968 AT PENN STATE. THIS PHASE OF THE WORK COMPARES SHOP ACHIEVEMENT OF SECONDARY VOCATIONAL/TECHNICAL STUDENTS WHO RECEIVE ONE YEAR OF

VOCATIONAL INSTRUCTION WITH THOSE WHO RECEIVE TWO YEARS. THE CRITERION VARIABLE USED TO MAKE THIS COMPARISON WAS THE OHIO TRADE AND INDUSTRIAL ACHIEVEMENT TEST. FINDINGS INDICATE THAT THE 1-YEAR GROUP DID AT LEAST AS WELL AS THE 2-YEAR GROUP IN TERMS OF SHOP ACHIEVEMENT. WHEN DIFFERENCES IN ABILITY WERE TAKEN INTO ACCOUNT THE FINDINGS SUGGEST THAT THOSE STUDENTS WHO RECEIVED TWICE AS MUCH INSTRUCTION DID SOMEWHAT BETTER ON THE SHOP ACHIEVEMENT TEST AS A TOTAL GROUP. IMPLICATIONS RELATE TO THE NEED FOR CONSIDERING FACTORS OF MATURITY, INTERESTS, AND VALUES IN EVALUATIONS OF EDUCATIONAL PROGRAMS. (AUTHOR/MU)

VT 101 121

KAPES, JEROME T.; ROLLINS, ROBERT D.  
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENROLLED IN SELECTED AVTS PROGRAMS IN TWELFTH GRADE.

PENNSYLVANIA STATE UNIV.,  
UNIVERSITY PARK.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
VDS-MONO-19  
PUB DATE - JUN74 106P.

DESCRIPTORS - \*VOCATIONAL  
EDUCATION; \*STUDENT  
CHARACTERISTICS; \*GRADE 9; GRADE  
12; \*VOCATIONAL DEVELOPMENT;  
SOCIAL CHARACTERISTICS; VOCATIONAL  
INTERESTS; SCHOOL SHOPS  
IDENTIFIERS - \*VOCATIONAL  
DEVELOPMENT STUDY; VDS

ABSTRACT - THIS STUDY, ONE OF THE CONTINUING LONGITUDINAL RESEARCH REPORTS OF THE VOCATIONAL DEVELOPMENT STUDY PRODUCED SINCE 1968 AT PENN STATE, DESCRIBES THE HAZELTON AREA VOCATIONAL/TECHNICAL SCHOOL SAMPLE IN TERMS OF THEIR NINTH GRADE CHARACTERISTICS AS THEY RELATE TO THEIR TWELFTH GRADE SHOP PROGRAM. THE STUDENTS' NINTH GRADE CHARACTERISTICS FROM THE COGNITIVE, AFFECTIVE, AND SOCIOECONOMIC DOMAINS ARE PROVIDED IN FORMS USEFUL IN EVALUATING PROGRAMS, EXPLAINING MANY RELATIONSHIPS WITHIN TABLES OF DATA FROM STANDARDIZED TESTS, AND IN COUNSELING STUDENTS. (AUTHOR/MU)

VT 101 122

KAPES, JEROME T., AND OTHERS  
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS HAZELTON SAMPLE.

PENNSYLVANIA STATE UNIV.,

UNIVERSITY PARK.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
VDS-MONO-11  
PUB DATE - APR73 156P.

DESCRIPTORS - \*VOCATIONAL  
DEVELOPMENT; \*VOCATIONAL  
EDUCATION; \*STUDENT  
CHARACTERISTICS; \*GRADE 9; GRADE  
10; VOCATIONAL INTERESTS  
IDENTIFIERS - \*VOCATIONAL  
DEVELOPMENT STUDY; VDS

ABSTRACT - A PART OF THE LONGITUDINAL RESEARCH CONTINUING AT PENN STATE SINCE 1968 ON A VOCATIONAL DEVELOPMENT STUDY, THIS REPORT DESCRIBES THE HAZELTON SAMPLE IN TERMS OF NINTH GRADE STUDENTS' CHARACTERISTICS AS THEY RELATE TO THEIR TENTH GRADE CURRICULUM CHOICES. VARIABLES USED INCLUDE THE FIVE CURRICULUMS AVAILABLE TO NINTH GRADERS TO CHOOSE ALTERNATIVE HIGH SCHOOL PATHS. THE STUDENT CHARACTERISTICS FROM THE COGNITIVE, AFFECTIVE, AND SOCIOECONOMIC DOMAINS ARE BRIEF BUT ALLOW THE READER TO INTERPRET TABLES OF DATA AND FIGURES OF THE REPORT. USEFUL IN GENERALIZING THE FINDINGS OF THE OVERALL VOCATIONAL DEVELOPMENT STUDY, APPLYING IN OTHER SCHOOL SETTINGS AND EXPLAINING PROGRAM EVALUATIONS, THE CHARACTERISTICS PROVIDE COUNSELORS, TEACHERS, AND ADMINISTRATORS WITH DATA FOR PLANNING, EVALUATION, AND SELECTION PURPOSES. (AUTHOR/MU)

VT 101 123

MARTIN, RANDALL B., AND OTHERS  
THE NINTH GRADE CHARACTERISTICS OF STUDENTS ENTERING DIFFERENT TENTH GRADE CURRICULA: VDS WILLIAMSPORT SAMPLE.

PENNSYLVANIA STATE UNIV.,  
UNIVERSITY PARK.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
VDS-MONO-12  
PUB DATE - APR73 154P.

DESCRIPTORS - \*STUDENT  
CHARACTERISTICS; \*VOCATIONAL  
DEVELOPMENT; \*VOCATIONAL  
EDUCATION; \*GRADE 9; GRADE 10  
IDENTIFIERS - \*VOCATIONAL  
DEVELOPMENT STUDY; VDS

ABSTRACT - THIS MONOGRAPH, A PART OF THE LONGITUDINAL RESEARCH EFFORT IN THE VOCATIONAL DEVELOPMENT STUDY CONTINUING AT PENN STATE SINCE 1968, REPORTS THE WILLIAMSPORT NINTH GRADE STUDENTS'

CHARACTERISTICS AS THEY RELATE TO THEIR TENTH GRADE PROGRAM OF STUDIES. FOUR CURRICULUM CATEGORIES, CREATED FOR STUDY, ARE BASED ON THE STUDENTS' ACTUAL PROGRAMS. THE CHARACTERISTICS FROM THE COGNITIVE, AFFECTIVE, AND SOCIOECONOMIC DOMAINS PROVIDE INFORMATION USEFUL IN THE INTERPRETATION OF TABLES OF DATA IN THE STUDY, GENERALIZATIONS TO OTHER SCHOOL SETTINGS, AND GROUP NORMS. SUGGESTIONS FOR USE OF THE DATA FOR COUNSELING PURPOSES AND RELATIONSHIPS OF INTEREST TO EDUCATIONAL RESEARCHERS ARE GIVEN. (AUTHOR/MU)

VT 101 124  
CAREER RESOURCE CENTER AND SATELLITE CENTER SERVICES EVALUATION. FINAL REPORT.

GREATER JOHNSTOWN VOCATIONAL-TECHNICAL SCHOOL, PA.  
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 10SEP73 100P.

DESCRIPTORS - \*RESOURCE CENTERS;  
\*CAREER EDUCATION; \*GUIDANCE  
COUNSELING; \*OCCUPATIONAL  
GUIDANCE; VOCATIONAL EDUCATION;  
\*GUIDANCE CENTERS; JOB PLACEMENT;  
SECONDARY EDUCATION  
IDENTIFIERS - \*GREATER JOHNSTOWN  
AREA VOCATIONAL SCHOOL;  
PENNSYLVANIA

ABSTRACT - THIS REPORT DESCRIBES THE ACTIVITIES INVOLVED FROM SEPTEMBER 1970 TO SEPTEMBER 1973 IN THE ESTABLISHMENT AND GROWTH OF A SPECIAL SERVICE TO THE GREATER JOHNSTOWN AREA VOCATIONAL-TECHNICAL SCHOOL. THE PROGRAM OF A CAREER RESOURCE CENTER (CRC) INITIALLY FOCUSED ON COLLECTING, CLASSIFYING, AND DISSEMINATING CAREER INFORMATION TO STUDENTS USING THE APPROACHES OF SELF-CONCEPT, DECISION MAKING, AND CAREER OPPORTUNITIES. EXPANSION OF THE CRC INCLUDED INCREASED CAREER GUIDANCE SERVICES TO STUDENTS, MORE EMPHASIS ON JOB PLACEMENT, AND THE ESTABLISHMENT OF SATELLITE CENTERS IN OTHER LOCATIONS WITHIN THE DISTRICT. (MU)

VT 101 125  
RILEY, CLAYTON; TURNER, BETTY  
DEVELOPMENTAL PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.

WESTERN KENTUCKY UNIV., BOWLING GREEN.  
KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT. BUREAU OF VOCATIONAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.

PUB DATE - APR74 74P.

DESCRIPTORS - \*DISTRIBUTIVE  
EDUCATION; \*INTERNSHIP PROGRAMS;  
SCHOOL INDUSTRY RELATIONSHIP;  
\*PROGRAM DESCRIPTIONS; SECONDARY  
SCHOOL STUDENTS; \*SIMULATION;  
\*RURAL YOUTH  
IDENTIFIERS - \*KENTUCKY

ABSTRACT - TO SERVE THE EDUCATIONAL NEEDS OF RURAL YOUTH, A PROJECT TO PROVIDE A DISTRIBUTIVE EDUCATION USING SIMULATION AND SPECIAL INSTRUCTIONAL MATERIALS HAS BEEN INITIATED IN KENTUCKY. RESULTS OF THE PROGRAM INCLUDE THE DEVELOPMENT OF MATERIALS AND PROCEDURES FOR SIMULATION AND THE TRAINING AND PLACEMENT OF MOST OF THE 128 STUDENTS WHO PARTICIPATED. THIS DOCUMENT REPORTS THE 18-WEEK PROGRAM OF ON-THE-JOB INTERNSHIP FROM OCTOBER 1973 TO FEBRUARY 1974 THAT WAS USED TO SUPPLEMENT THE CLASSROOM SIMULATION PROGRAM. OBJECTIVES, PROCEDURES, RESULTS, AND EVALUATIONS ARE SUMMARIZED. RECOMMENDATIONS FOR FUTURE PROGRAMS ARE MADE BY TRAINING SPONSORS, STUDENTS, AND PROJECT COORDINATOR AND CONCERN ON-THE-JOB EXPERIENCES, A DAILY EVALUATION OF STUDENTS, AND THE NEED TO INVOLVE ADDITIONAL BUSINESSES IN THE PROGRAM. (MU)

VT 101 126  
TANS, NANCY  
DEVELOPMENT OF A MODEL FOR A SMALL STORE OPERATION FOR FASHION MERCHANDISING STUDENTS TO BE UTILIZED BY INSTRUCTORS IN FASHION MERCHANDISING PROGRAMS. FINAL REPORT.

WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUN74 76P.

DESCRIPTORS - \*DISTRIBUTIVE  
EDUCATION; \*MERCHANDISING;  
\*RETAILING; \*TRAINING LABORATORIES

ABSTRACT - THIS REPORT DESCRIBES THE USEFULNESS OF A SCHOOL STORE TO PROVIDE RETAILING EXPERIENCE FOR DISADVANTAGED STUDENTS IN FASHION MERCHANDISING WHO CANNOT OTHERWISE GET SUCH EXPERIENCE. SURVEYS TO DETERMINE THE NEED FOR A COURSE IN SMALL STORE OPERATION, PROBLEMS TO BE MET IN ESTABLISHING THE STORE AS A SCHOOL LABORATORY, AND CONTENTS OF THE COURSE OUTLINE, ARE SUMMARIZED. RESPONSIBILITIES OF THE INSTRUCTOR INCLUDE A LOAN FOR BUYING MERCHANDISE, THE LOCATION OF THE STORE, INSURANCE, CREDIT RATING, PROCEDURES FOR ACCOUNTING AND FOR



RECEIVING MERCHANDISE, THE COURSE STRUCTURE, THE STORE FIXTURES, AND PUBLIC RELATIONS. BENEFITS TO STUDENTS AND STAFF AND POSSIBLE PROBLEMS ARE DETAILED. (MU)

# VT 101 127

A FOLLOW-UP STUDY OF THE POST SCHOOL EMPLOYMENT SUCCESS OF GRADUATES FROM FOUR HIGH SCHOOL SPECIAL EDUCATION PROGRAMS IN THE MIDWESTERN INTERMEDIATE UNIT IV IN PENNSYLVANIA FOR THE SCHOOL YEARS 1969-70, 1970-71, AND 1971-72. FINAL REPORT.

MIDWESTERN INTERMEDIATE UNIT IV, GROVE CITY, PA.  
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 30MAY73 148P.

DESCRIPTORS - \*WORK EXPERIENCE PROGRAMS; \*EDUCABLE MENTALLY HANDICAPPED; \*PREVOCATIONAL EDUCATION; \*VOCATIONAL FOLLOWUP; \*VOCATIONAL DEVELOPMENT; EDUCATIONAL PROGRAMS; VOCATIONAL ADJUSTMENT  
IDENTIFIERS - \*PENNSYLVANIA

ABSTRACT - TO DETERMINE WHICH OF FOUR MODELS USED IN TRAINING THE EDUCABLE MENTALLY RETARDED IN PENNSYLVANIA WAS PROVIDING THE MOST EFFECTIVE HIGH SCHOOL PREPARATION FOR WORK, THIS STUDY EXAMINED THEIR POST HIGH SCHOOL EMPLOYMENT RECORDS. THE FOUR MODELS INCLUDED THE FOLLOWING: (1) A COMMUNITY-BASED WORK-STUDY PROGRAM, (2) THE ACADEMIC SPECIAL EDUCATION PROGRAMS, (3) THE EXTERNAL VOCATIONAL PROGRAM PROVIDED BY PRIVATE AGENCIES, AND (4) THE INTERNAL VOCATIONAL PROGRAM OF APPROVED SPECIAL EDUCATION WITH INDUSTRIAL ARTS OR VOCATIONAL AGRICULTURE CLASSES. FROM THE 259 STUDENTS WHO HAD GRADUATED IN 1970, 1971, AND 1972, DATA WERE OBTAINED BY TEACHERS AND GRADUATE STUDENTS IN SPECIAL EDUCATION USING QUESTIONNAIRE INTERVIEWS WITH 183 GRADUATES. FINDINGS INDICATE THAT THE WORK-STUDY PROGRAMS APPEARED TO PRODUCE THE MOST SUCCESSFULLY EMPLOYED. RECOMMENDATIONS WERE MADE, AMONG MANY, TO EXPAND THE WORK-STUDY PROGRAMS TO INCLUDE ALL EDUCABLE MENTALLY RETARDED STUDENTS AT THE SENIOR HIGH SCHOOL LEVEL AND TO DEVELOP THE PROGRAM WITHIN THE SCHOOLS, TO STRESS THE SOLUTIONS TO THE PERSISTANT PROBLEMS OF DAILY LIVING RATHER THAN ACADEMIC SKILL DEVELOPMENT, AND TO EXPAND THE JOB PLACEMENT PROGRAM. (AUTHOR/MU)

# VT 101 128

PAULSEN, RUSSELL  
THE NORTH CENTRAL ASSOCIATION: ITS CHANGE AGENT ROLE ON ADMINISTRATIVE PRACTICES, POLICIES AND PROCEDURES IN WISCONSIN TECHNICAL INSTITUTES. FINAL REPORT.

NORTH CENTRAL TECHNICAL INST., WAUSAU, WIS.  
WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - MAR74 269P.

DESCRIPTORS - \*ACCREDITATION (INSTITUTIONS); \*CHANGE AGENTS; \*EDUCATIONAL CHANGE; \*ADMINISTRATIVE CHANGE; \*ADMINISTRATIVE POLICY; \*TECHNICAL INSTITUTES  
IDENTIFIERS - NORTH CENTRAL ASSOCIATION; NCA; WISCONSIN VOCATIONAL TECHNICAL ADULT EDUCATION; WVTAE

ABSTRACT - TO ASSESS THE CHANGE AGENT ROLE THAT THE ACCREDITATION PROCESS BY THE NORTH CENTRAL ASSOCIATION (NCA) HAS PLAYED IN THE POLICY CHANGES OF WISCONSIN VOCATIONAL-TECHNICAL ADULT EDUCATION INSTITUTES (WVTAE), DATA WERE COLLECTED BY PERSONAL INTERVIEW WITH ADMINISTRATORS IN EACH. INFORMATION WAS GATHERED ON PRESENT IMPLEMENTATION STATUS OF NCA RECOMMENDATIONS, THE TIME AFTER THEIR REPORT THAT THE CHANGE TOOK PLACE, AND THE DEGREE OF INFLUENCE FOR THE CHANGE ATTRIBUTED TO THE NCA ACCREDITATION PROCESS. DATA FROM THE INTERVIEWS PRODUCED FINDINGS INDICATING CONSIDERABLE PROGRESS ON IMPLEMENTING RECOMMENDATIONS OF NCA AND AN OVERALL FEELING OF BENEFIT FROM THE ASSOCIATION'S EVALUATIONS. RECOMMENDATIONS ARE DIRECTED TOWARD CONTINUING AND DEVELOPING A CLOSER RELATIONSHIP WITH NCA BY WVTAE AND SEEKING WAYS IN WHICH THE BENEFITS ACCRUING TO THE WISCONSIN INSTITUTES CAN BE ENHANCED. (MU)

# VT 101 129

OPEN SPACE CONCEPT IN BUSINESS EDUCATION.

PENNRIDGE HIGH SCHOOL, PERKASIE, PA.  
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 01SEP73 112P.

DESCRIPTORS - \*BUSINESS EDUCATION; \*BUSINESS EDUCATION FACILITIES; \*SCHOOL SPACE; \*SPACE UTILIZATION; FACILITY UTILIZATION RESEARCH



IDENTIFIERS - \*PENNRIDGE HIGH SCHOOL

ABSTRACT - TO DETERMINE THE EDUCATIONAL ADVANTAGES OF AN OPEN SPACE CONCEPT IN BUSINESS EDUCATION CLASSES, A PROGRAM IN THE PENNRIDGE HIGH SCHOOL STARTING IN 1971 PROVIDED FOR A VARIETY OF INSTRUCTIONAL METHODOLOGIES CONDUCTED WITHIN A 14,000 SQUARE FOOT OPEN SPACE AREA. ENLARGED IN 1972 TO INCLUDE MORE SPACE, STUDENTS, TEACHERS, AND EQUIPMENT, THE RESULTS SEEM TO PROVE THAT THE INNOVATIVE METHODS POSSIBLE UNDER THE PHYSICAL CONDITIONS OF OPEN SPACE LEARNING PREPARE FOR INITIAL EMPLOYMENT BETTER THAN TRADITIONAL PROCEDURES. BY PROVIDING AN ATMOSPHERE MORE LIKE AN OFFICE AND USING TEACHING METHODS THAT PERMIT INDIVIDUAL PROGRESS AT SPEEDS CONSISTANT WITH ABILITY, STUDENTS CAN BE PREPARED FOR THE LEVEL OF WORK FOR WHICH THEY ARE BEST SUITED. (MU)

VT 101 130

MCKEHEEN, MARGARET LYDIA  
THE RELATIONSHIP BETWEEN PRACTICUM EXPERIENCE AND GRADUATES PASSING THE REGISTERED NURSE LICENSING EXAMINATION.

WILLIAMSPORT AREA COMMUNITY COLL., PA.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 30JUN73 39P.

DESCRIPTORS - \*HEALTH OCCUPATIONS EDUCATION; \*GRADE POINT AVERAGE; \*CLINICAL EXPERIENCE; \*NURSING; \*CERTIFICATION  
IDENTIFIERS - \*PENNSYLVANIA

ABSTRACT - TO DETERMINE THE RELATIONSHIP BETWEEN GRADE POINT AVERAGE, HOURS OF CLINICAL EXPERIENCE, AND LICENSING EXAMINATION FAILURE OF GRADUATES OF BACCALAUREATE, DIPLOMA, AND ASSOCIATE DEGREE PROGRAMS OF NURSING EDUCATION, THIS RESEARCH STUDIED THE ACADEMIC RECORDS OF NURSING SCHOOLS IN PENNSYLVANIA. QUESTIONNAIRES SENT TO 114 SCHOOLS OF NURSING PRODUCED 69 REPLIES OF WHICH 41 SCHOOLS PARTICIPATED IN THE STUDY. DATA PRODUCED FINDINGS WHICH INDICATE THAT THE NUMBER OF CLINICAL HOURS IN THE PROGRAM HAS NO INFLUENCE ON THE LICENSING EXAMINATION FAILURE RATE. A COMBINATION, HOWEVER, OF THE NUMBER OF HOURS OF CLINICAL EXPERIENCE AND GRADE POINT AVERAGE APPEAR TO INFLUENCE THE RATE OF PASSING OR FAILING THE STATE BOARD EXAMINATIONS. (MU)

VT 101 131

LEWIS, JAMES P.; DITTENHAFFER, CLARENCE A.  
EVALUATION OF SELECTED CAREER

RESOURCE CENTERS IN PENNSYLVANIA. FINAL REPORT.

PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - DEC73 43P.

DESCRIPTORS - \*RESOURCE CENTERS; \*CAREER EDUCATION; \*SECONDARY SCHOOLS; \*PROGRAM EVALUATION; PILOT PROJECTS; VOCATIONAL DEVELOPMENT; OCCUPATIONAL INFORMATION; \*GUIDANCE SERVICES  
IDENTIFIERS - \*PENNSYLVANIA

ABSTRACT - TO EVALUATE THE CAREER RESOURCE CENTERS (CRC'S) IN FIVE SECONDARY SCHOOLS IN PENNSYLVANIA, THEY ARE ASSESSED IN TERMS OF INFORMATION COLLECTION AND STORAGE, CLIENT USE OF MATERIAL, AND ATTITUDINAL FACTORS. DATA FROM STUDENTS AND TEACHERS WERE OBTAINED BY USING THE PENNSYLVANIA OCCUPATIONAL QUESTIONNAIRE, THE VOCATIONAL DEVELOPMENT INVENTORY, TWO SEMANTIC DIFFERENTIAL MEASURES, AND A CRC EVALUATION FORM. FINDINGS INDICATE THAT THE CRC'S HAVE BEEN SUCCESSFUL IN ORGANIZING AND MAINTAINING AN INFORMATION SYSTEM. IMPROVEMENTS ARE NEEDED IN HELPING STUDENTS FIND MATERIALS. THE OVERALL ATTITUDES OF STUDENTS AND TEACHERS TOWARD THE CENTERS ARE HIGHER THAN IN CONTROL SCHOOLS TOWARD THE GUIDANCE PROGRAMS, BUT IN NEITHER THE SCHOOLS STUDIED NOR THE CONTROL SCHOOLS DID EXPOSURE TO RESOURCES CAUSE SIGNIFICANT CHANGES IN STUDENTS' VOCATIONAL MATURITY. THE CENTERS ARE SUCCESSFUL WITH INVOLVING PARENTS IN CAREER DEVELOPMENT OF CHILDREN AND IN MAKING USE OF COMMUNITY RESOURCES. RECOMMENDATIONS CONCERN MATERIALS ENTERED INTO THE SYSTEM, ORIENTATION OF USERS, THE CRC'S AS FOCAL POINTS IN CAREER DEVELOPMENT PROGRAMS, AND A FEEDBACK SYSTEM FOR CONTINUOUS EVALUATION OF EFFECTIVENESS. (AUTHOR/MU)

VT 101 132

GREENE, STANLEY DEE  
THE RELATIONSHIP BETWEEN A DEVELOPING CAREER EDUCATION PROGRAM AND THE CAREER MATURITY OF SECONDARY SCHOOL STUDENTS.

MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 73 261P. PH.D.  
THESIS, KANSAS STATE UNIV., MANHATTAN.

DESCRIPTORS - \*CAREER EDUCATION; \*VOCATIONAL MATURITY; \*WORK ATTITUDES; GUIDANCE SERVICES; OCCUPATIONAL INFORMATION; DOCTORAL THESES; OCCUPATIONAL ASPIRATION; VOCATIONAL ADJUSTMENT; \*PROGRAM

EFFECTIVENESS; \*SECONDARY SCHOOL STUDENTS

ABSTRACT - TO DETERMINE WHETHER EXPOSURE TO THE CONCEPTS OF CAREER EDUCATION INCREASES CAREER MATURITY OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS, 50 RANDOMLY SELECTED STUDENTS FROM EACH GRADE LEVEL IN BOTH EXPERIMENTAL AND CONTROL SCHOOLS WERE PRE- AND POSTTESTED FOR CAREER ATTITUDES. THE EXPERIMENTAL TREATMENT CONSISTED OF TEACHER TRAINING, CURRICULUM CHANGES, GUIDANCE, AND PLACEMENT. THE CAREER EDUCATION APPEARED TO EFFECTIVELY IMPROVE THE MATURITY OF CAREER ATTITUDES FOR BOTH SEXES AND ALL SIX GRADE LEVELS. THIS DOCTORAL THESIS WAS SUBMITTED TO THE GRADUATE SCHOOL OF THE KANSAS STATE UNIVERSITY. (AUTHOR/MU)

VT 101 133  
IOWASCRIPIT PROJECT. FINAL REPORT.

DES MOINES AREA COMMUNITY COLL.,  
ANKENY, IOWA.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 74 100P.

DESCRIPTORS - \*CAREER EDUCATION;  
CAREER CHOICE; \*INFORMATION  
DISSEMINATION; CAREER PLANNING;  
\*EMPLOYMENT OPPORTUNITIES;  
\*PROGRAM EVALUATION; \*OCCUPATIONAL  
INFORMATION; SECONDARY GRADES;  
ELEMENTARY GRADES  
IDENTIFIERS - \*IOWA

ABSTRACT - THE MAJOR OBJECTIVE OF THIS PROJECT WAS DEVELOPING, IMPLEMENTING, AND DISSEMINATING OCCUPATIONAL INFORMATION AS A TOOL FOR CAREER DECISION MAKING. DATA FROM LOCAL SOURCES WAS DEVELOPED ON 205 OCCUPATIONS, PLACED ON MICROFILM, AND DISTRIBUTED TO STUDENTS IN ELEVEN PILOT SECONDARY SCHOOLS. DURING THE SECOND AND THIRD YEARS OF THE PROJECT 143 USERS INCLUDED SECONDARY, POST-SECONDARY AND ELEMENTARY SCHOOLS AS WELL AS SPECIAL GROUPS. RESULTS OF THE PROJECT INDICATE THAT: (1) AN OCCUPATIONAL INFORMATION SYSTEM IS NEEDED FOR THE ENTIRE STATE, (2) THE MICROFILM METHOD OF PRESENTATION IS ACCEPTED, (3) IN-SERVICE ACTIVITIES ARE ESSENTIAL FOR UTILIZATION OF THIS INFORMATION, AND (4) LOCAL POSTSECONDARY EDUCATIONAL INFORMATION IS LACKING IN SECONDARY SCHOOLS. SAMPLE MICROFILM APERTURE CARDS, DESCRIPTION OF A KEY-SORT SYSTEM FOR THE CARDS, AND ADDITIONAL SUPPORTIVE MATERIALS ARE APPENDED. (KH)

VT 101 134  
SUPERVISED INDEPENDENT STUDY  
PROGRAM. ANNUAL REPORT. JULY

THROUGH JUNE. 1973.

PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 73 75P.

DESCRIPTORS - \*ANNUAL REPORTS;  
\*VOCATIONAL EDUCATION;  
\*INDEPENDENT STUDY; \*EDUCATIONALLY  
DISADVANTAGED; DROPOUT PROGRAMS;  
FOLLOWUP STUDIES; VOCATIONAL  
COUNSELING; \*PROGRAM EVALUATION  
IDENTIFIERS - \*PENNSYLVANIA

ABSTRACT - THIS ANNUAL REPORT CONTAINS DATA ON THE SECOND YEAR OPERATION OF A PROGRAM DESIGNED BY THE HUCKS COUNTY PUBLIC SCHOOLS TO PROVIDE COUNSELING, TESTING, AND VOCATIONAL TRAINING TO THE DROPOUT, THE UNEMPLOYED, AND THE SOCIALLY DISADVANTAGED, INCLUDING INMATES IN THE HUCKS COUNTY CORRECTIONAL SYSTEM AND FORMER DRUG ADDICTS. OFTEN REFERRED BY COOPERATING SOCIAL SERVICE ORGANIZATIONS, STUDENTS IN THE PROGRAM HAVE ACQUIRED VOCATIONAL SKILLS THROUGH THE NUMEROUS CORRESPONDENCE COURSES OFFERED, GED AND HIGH SCHOOL CERTIFICATES, JOB INTERVIEWS, EMPLOYMENT, ENTRANCE INTO COLLEGES, AND ACCEPTANCE BY THE ARMED SERVICES. FEATURES OF THE PROGRAM INCLUDE THE FOLLOWING: (1) STUDENT SCREENING FOR MOTIVATION AND POTENTIAL, (2) NON-PEDAGOGIC COURSE CONTENT, (3) FLEXIBILITY IN ALLOWING STUDENTS TO PROGRESS AT THEIR OWN RATE OF ACHIEVEMENT, (4) PROVISION OF VOCATIONAL TRAINING FOR COMPETENCE IN SHORT, CONCENTRATED PERIODS OF TIME, AND (5) ASSURANCE OF JOB INTERVIEWS WITH LOCAL FIRMS. THE BODY OF THIS SPIRAL-BOUND REPORT PRESENTS SAMPLES OF TESTING MATERIALS, ENROLLMENT SHEETS, AND FOLLOW-UP STATUS REPORTS ON STUDENTS ENROLLED IN THE PROGRAM FROM EACH OF THE COUNTY SCHOOLS. (KH)

VT 101 135  
SEWELL, SUSAN  
A COMPARATIVE ANALYSIS OF STUDENT  
ATTITUDES TOWARD INDIVIDUALIZED  
AND TRADITIONAL INSTRUCTION. FINAL  
REPORT.

SOUTHWEST WISCONSIN VOCATIONAL-  
TECHNICAL SCHOOL, FARMINGFORD.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.; WISCONSIN STATE  
BOARD OF VOCATIONAL, TECHNICAL,  
AND ADULT EDUCATION, MADISON.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 74 55P.

DESCRIPTORS - \*TEACHING METHODS;  
\*INDIVIDUALIZED INSTRUCTION;  
\*CONVENTIONAL INSTRUCTION;

\*STUDENT ATTITUDES; \*STUDENT  
OPINION; SCHOOL SURVEYS;  
EDUCATIONAL ATTITUDES

ABSTRACT - TO DETERMINE STUDENT  
ATTITUDES TOWARD TRADITIONAL AND  
INDIVIDUALIZED INSTRUCTION, 152  
STUDENTS WERE SURVEYED FOR THEIR  
OPINIONS. THE STUDENTS RESPONDED  
TO 25 STATEMENTS ABOUT EACH TYPE  
OF INSTRUCTION SAYING WHETHER THEY  
STRONGLY DISAGREED, DISAGREED,  
WERE UNCERTAIN, AGREED, OR  
STRONGLY AGREED WITH EACH  
STATEMENT. FINDINGS INDICATE THAT  
STUDENTS PREFER INDIVIDUALIZED  
OVER TRADITIONAL INSTRUCTION BUT  
THEY HAVE FAVORABLE ATTITUDES  
TOWARD BOTH METHODS SUGGESTING  
THAT BOTH TYPES OF INSTRUCTION ARE  
NEEDED. (MU)

#### VT 101 136

VIETTI, MICHAEL; RUSNAK, STEVE  
PORTER COUNTY MANAGEMENT TRAINING  
CENTER.

PORTER COUNTY SCHOOLS, VALPARAISO,  
IND.  
BUREAU OF OCCUPATIONAL AND ADULT  
EDUCATION (DHEW/OE), WASHINGTON,  
D.C.; INDIANA STATE BOARD OF  
VOCATIONAL EDUCATION,  
INDIANAPOLIS.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 05FEB74 9P.

DESCRIPTORS - \*COOPERATIVE  
PROGRAMS; \*SERVICE OCCUPATIONS;  
\*AUTO MECHANICS; VOCATIONAL  
DEVELOPMENT; HIGH SCHOOL STUDENTS  
IDENTIFIERS - \*SERVICE STATION  
ATTENDANTS; INDIANA

ABSTRACT - THE PORTER COUNTY,  
INDIANA, AREA CAREER CENTER  
PROVIDED A UNIQUE EDUCATIONAL  
EXPERIENCE FOR STUDENTS IN THE  
COOPERATIVE VOCATIONAL PROGRAM IN  
AUTO MECHANICS AND SERVICE STATION  
MANAGEMENT BY THE LEASING AND  
OPERATION OF A GASOLINE SERVICE  
STATION, KNOWN AS THE SERVICE  
TRAINING CENTER. THE STATION WAS  
OPERATED AS A COMPETITIVE BUSINESS  
BY STUDENTS, WITH A CERTIFIED  
INSTRUCTOR TO TEACH AND SUPERVISE.  
THIS REAL-LIFE CLASSROOM PROVIDED  
ON-THE-JOB TRAINING FOR HIGH  
SCHOOL STUDENTS IN ALL PHASES OF  
SERVICE STATION WORK: MANAGEMENT,  
CUSTOMER RELATIONS, PURCHASING  
EQUIPMENT AND SUPPLIES,  
BOOKKEEPING AND RECORDS, PRODUCT  
KNOWLEDGE AND CAR CARE, ACCIDENT  
PREVENTION AND SAFETY,  
SALESMANSHIP, AUTO SERVICING, AND  
MAINTENANCE. THE CONCEPT OF THE  
SERVICE STATION TRAINING CENTER  
WAS NOT TO ARBITRARILY TRAIN  
STUDENTS FOR SERVICE STATION WORK  
AFTER GRADUATION FROM HIGH SCHOOL  
BUT RATHER TO PROVIDE EXPERIENCE  
IN FULL-TIME EMPLOYMENT, WHETHER  
ASSEMBLY LINE WORK, FOOD SERVICES,

OR OTHER. AFTER ONE YEAR'S  
OPERATION THE PROGRAM HAD TO BE  
DISCONTINUED FOR LACK OF FUNDS.  
HOWEVER, EVALUATION INDICATED THAT  
THE STUDENTS HAD BENEFITED FROM  
THEIR EXPERIENCES. (MF)

#### VT 101 137

KFEL, JANICE M.  
AN EVALUATION OF THREE PILOT  
COURSES: THE DEVELOPMENT AND EARLY  
EDUCATION OF THE MENTALLY  
HANDICAPPED CHILD. FINAL REPORT.

WISCONSIN UNIV.-STOUT, MENOMONIE.  
BUREAU OF OCCUPATIONAL AND ADULT  
EDUCATION (DHEW/OE), WASHINGTON,  
D.C.; WISCONSIN STATE BOARD OF  
VOCATIONAL, TECHNICAL, AND ADULT  
EDUCATION, MADISON.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUN73 8P.

DESCRIPTORS - \*COURSE EVALUATION;  
\*ADULT VOCATIONAL EDUCATION; RURAL  
AREAS; \*DAY CARE SERVICES;  
\*MENTALLY HANDICAPPED; CHILD  
DEVELOPMENT; EARLY CHILDHOOD  
EDUCATION; PROGRAM EFFECTIVENESS;  
STUDENT TESTING  
IDENTIFIERS - WISCONSIN

ABSTRACT - THE PURPOSE OF THIS  
RESEARCH WAS TO INVESTIGATE THE  
EFFECTIVENESS OF THREE PILOT  
COURSES ON THE DEVELOPMENT AND  
EARLY EDUCATION OF THE MENTALLY  
HANDICAPPED CHILD, WHICH WERE  
GIVEN TO PERSONNEL IN DAY SERVICES  
CENTERS FOR THE MENTALLY  
HANDICAPPED IN RURAL WISCONSIN.  
PRE- AND POSTTESTS WERE  
ADMINISTERED TO THE STUDENTS ON  
THE COURSE CONTENT AND THEIR OWN  
EVALUATION OF THE COURSES. FACULTY  
AND CONSULTANTS SUBMITTED COMMENTS  
AND OTHER INFORMATION ON THE  
COURSES. FROM THESE DATA IT WAS  
CONCLUDED THAT THERE IS A  
CONTINUING NEED FOR SUCH  
INSTRUCTION TO SERVE THE NEEDS OF  
MANY STUDENTS IN RURAL AREAS, MANY  
OF WHOM HAVE THEIR OWN CHILDREN  
AND CANNOT TRAVEL FAR. THE  
STUDENTS' VARIED EDUCATIONAL  
BACKGROUNDS AND GENERAL LACK OF  
PROFESSIONAL EXPERIENCES INDICATE  
THE NEED FOR CONTINUED EMPHASIS IN  
THE AREAS OF EARLY CHILDHOOD  
EDUCATION AND BEHAVIOR MANAGEMENT.  
THE STUDENTS WERE GENERALLY  
SATISFIED WITH THE COURSES AND  
THEIR PRESENTATION, ALTHOUGH ONLY  
AN AVERAGE 5 PERCENT TEST SCORE  
INCREASE WAS NOTED. BASED ON TEST  
RESULTS AND ON SUGGESTIONS BY  
FACULTY AND CONSULTANTS, IT WAS  
RECOMMENDED THAT NEW TESTBOOKS BE  
SELECTED AND THE COURSE OUTLINES  
BE REVISED. (MF)

#### VT 101 138

A STUDY TO DETERMINE THE  
CORRELATION AMONG STUDENT  
INTERESTS, VOCATIONAL COURSES

PURSUED AND JOB ENTRY OCCUPATIONAL CHOICES.

NEWPORT HIGH SCHOOL, ARK.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 28JUN74 16P.

DESCRIPTORS - \*CORRELATION;  
COMPARATIVE ANALYSIS; \*VOCATIONAL  
INTERESTS; COURSES; \*OCCUPATIONAL  
CHOICES; GRADE 11; GRADE 12;  
EDUCATIONAL RESEARCH; \*RELEVANCE  
(EDUCATION)  
IDENTIFIERS - ARKANSAS

ABSTRACT - THE PURPOSE OF THE STUDY FROM MAY 1, 1972 THROUGH JUNE 30, 1974 REPORTED IN THIS DOCUMENT WAS TO PROVIDE A RESEARCH BASE FOR EXPANSION OF CAREER EDUCATION OPPORTUNITIES FOR STUDENTS OF THE NEWPORT, ARKANSAS SPECIAL SCHOOL DISTRICT. A CONTROL GROUP OF GRADUATES WHO DID NOT TAKE VOCATIONAL COURSES BASED UPON THEIR OCCUPATIONAL INTERESTS, AS REFLECTED BY THREE STANDARD VOCATIONAL INTEREST TESTS, AND AN EXPERIMENTAL GROUP OF GRADE 11 AND 12 STUDENTS WHO DID WERE STUDIED TO DETERMINE THE CORRELATION AMONG STUDENTS INTERESTS, OCCUPATIONAL COURSES PURSUED, AND JOB ENTRY OCCUPATIONAL CHOICES. THE STUDY INDICATES THAT STUDENTS WHO TAKE INTENSIVE VOCATIONAL COURSES THAT CORRESPOND TO THEIR INTERESTS DO ENTER JOB CLUSTERS THAT REFLECT THEIR HIGH SCHOOL COURSES AND REMAIN IN THESE JOB AREAS LONGER THAN THOSE STUDENTS WHO WERE NOT GIVEN THE OPPORTUNITY TO TAKE VOCATIONAL COURSES BASED UPON THEIR INTEREST INVENTORIES. EXISTING COURSES ARE BEING RESTRUCTURED IN LIGHT OF THE RESEARCH. (MF)

VT 101 139  
MINIMUM LEVELS OF TECHNICAL COMPETENCY STANDARDS OF BUSINESS AND OFFICE EDUCATION PROGRAMS IN NEBRASKA. FINAL REPORT.

KFARNLEY STATE COLL., NEBR.  
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN. DIV. OF VOCATIONAL EDUCATION.; NEBRASKA OCCUPATIONAL NEEDS RESEARCH COORDINATING UNIT, LINCOLN.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 31MAY74 40P.

DESCRIPTORS - STANDARDS; \*OFFICE  
OCCUPATIONS EDUCATION;  
\*PERFORMANCE BASED EDUCATION;  
\*CURRICULUM GUIDES; INSERVICE  
TEACHER EDUCATION; \*BUSINESS  
EDUCATION TEACHERS  
IDENTIFIERS - NEBRASKA

ABSTRACT - THE PURPOSES OF THIS PROJECT WERE TO: (1) IDENTIFY AND

ESTABLISH MINIMUM LEVELS OF TECHNICAL COMPETENCY NEEDED BY NEBRASKA STUDENTS IN BUSINESS AND OFFICE EDUCATION, (2) DEVELOP CURRICULUM GUIDES FOR IDENTIFIED OCCUPATIONS, AND (3) FURTHER ESTABLISH ARTICULATION BETWEEN SECONDARY SCHOOLS AND THE COLLEGES, THUS IMPROVING THE QUALITY OF BUSINESS AND OFFICE EDUCATION TEACHERS. TECHNIQUES USED IN THE PROJECT INCLUDED RESEARCH IN SIX BUSINESS AND OFFICE AREAS; INTERVIEWS WITH 175 BUSINESS AND OFFICE EDUCATORS, BUSINESS AND OFFICE EMPLOYEES, AND BUSINESSMEN; AND DEVELOPMENT OF CURRICULUM GUIDES FOR THE SIX AREAS. THESE CURRICULUM GUIDES ARE INTENDED TO ASSIST NEBRASKA BUSINESS TEACHERS IN PLANNING LEARNING ACTIVITIES AND DEVELOPING STRATEGIES TO PREPARE STUDENTS FOR ENTRY LEVEL POSITIONS IN THE FOLLOWING AREAS: (1) ACCOUNTING AND COMPUTING; (2) FILING, OFFICE MACHINES, AND GENERAL CLERICAL, (3) INFORMATION COMMUNICATION, (4) STENOGRAPHIC, SECRETARIAL, AND RELATED, (5) SUPERVISORY AND ADMINISTRATIVE, AND (6) TYPING AND RELATED. IT IS RECOMMENDED THAT THE GUIDE BE INCORPORATED INTO INSERVICE TRAINING FOR BUSINESS AND OFFICE EDUCATORS. (MF)

VT 101 140  
PRE-VOCATIONAL PROGRAM AT A MIDDLE SCHOOL.

PRINCETON COMMUNITY MIDDLE SCHOOL, IND.  
INDIANA STATE BOARD OF VOCATIONAL EDUCATION, INDIANAPOLIS.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 74 12P.

DESCRIPTORS - \*PREVOCATIONAL  
EDUCATION; \*MIDDLE SCHOOLS; GRADE 8; \*VOCATIONAL DEVELOPMENT; CAREER OPPORTUNITIES; OCCUPATIONAL GUIDANCE  
IDENTIFIERS - INDIANA

ABSTRACT - THE 1973-1974 PREVOCATIONAL PROGRAM WAS INITIATED TO INTRODUCE PRINCETON COMMUNITY MIDDLE SCHOOL STUDENTS TO THE BROAD RANGE OF JOB OPPORTUNITIES OPEN TO THEM IN THE WORLD OF WORK AND TO PERMIT ALL STUDENTS TO HAVE BASIC LEARNING EXPERIENCES IN AREAS WITHIN THE BROAD RANGE OF CAREER CLUSTERS REGARDLESS OF SEX, RACE, CREED, INTERESTS, OR ABILITY. A BRIEF HISTORY OF THE PROGRAM AT PRINCETON IS PRESENTED. EVALUATION IS IN THREE PARTS: WHAT WAS GOOD ABOUT THE PROGRAM, WHAT WAS BAD, AND RECOMMENDATIONS. THE GOOD INCLUDE THE NEW EXPERIENCES PROVIDED THE STUDENTS, NEW TEACHING METHODS AND TEACHER SHARE IN PLANNING, AND UTILIZATION OF



COMMUNITY RESOURCES. ON THE OTHER SIDE, THERE WERE INSUFFICIENT FUNDS AND SOME LACK OF INTEREST AND COMMUNICATION. FIFTEEN RECOMMENDATIONS FOR IMPROVEMENT ARE LISTED. (MF)

VT 101 141

SAWYER, DAVID E.  
DEVELOPMENT OF A PLAN FOR THE DESIGN, FIELD TESTING, AND IMPLEMENTATION OF A CURRICULUM FOR THE COURSE "INTRODUCTION TO VOCATIONS" FOR THE STATE OF VIRGINIA. FINAL REPORT.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG.  
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (OHEW/OE), WASHINGTON, D.C.

MF AVAILABLE IN VT-ERIC SET.

PUB DATE - 05JUL74 8P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*OCCUPATIONAL CLUSTERS; LITERATURE REVIEWS; CURRICULUM DEVELOPMENT;  
MIDDLE SCHOOLS  
IDENTIFIERS - VIRGINIA

ABSTRACT - THE OBJECTIVES OF THE PROJECT REPORTED FOR THE PERIOD FEBRUARY 1 THROUGH MAY 30, 1974 WERE TO: (1) DEVELOP A FORMAL PLAN OF ACTION FOR THE DEVELOPMENT OF A CURRICULUM FOR VOCATIONAL ORIENTATION IN THE STATE OF VIRGINIA, (2) REVIEW AND APPRAISE OTHER SIMILAR PROJECTS, (3) REPORT TO STATE VOCATIONAL EDUCATION STAFF, AND (4) INVOLVE UNIVERSITY STAFF IN THE DEVELOPMENTAL ACTIVITIES. AS A RESULT OF THE PROJECT ACTIVITIES, A FORMAL PLAN OF ACTION WAS PREPARED AND SUBMITTED TO THE STATE. THE PROJECT WAS PRIMARILY A LITERATURE REVIEW, WHICH REVEALED ALMOST IDENTICAL TREATMENT OF GOALS AND OBJECTIVES IN CAREER EDUCATION PROJECTS IN OTHER STATES. THE TREATMENT AND SUBJECT MATTER WERE FOUND TO HAVE A NARROW APPROACH, TOUCHING LESS THAN HALF OF THE OCCUPATIONAL CLUSTERS IDENTIFIED BY THE U.S. OFFICE OF EDUCATION. NO UNIVERSAL TREATMENT OR COMPREHENSIVE APPROACH TO AN ORIENTATION PROGRAM INVOLVING THE 15 CLUSTERS WAS FOUND TO EXIST IN PRACTICE. (MF)

VT 101 142

COMMUNITY NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION PLANNING.

MILFORD AREA SCHOOL DISTRICT, N.H.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (OHEW/OE), WASHINGTON, D.C.; NEW HAMPSHIRE RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, CONCORD.

MF AVAILABLE IN VT-ERIC SET.

PUB DATE - NO 61P.

## BEST COPY AVAILABLE

DESCRIPTORS - \*COMMUNITY STUDY;  
\*EDUCATIONAL ASSESSMENT; NEEDS;  
VOCATIONAL EDUCATION; \*JOB MARKET;  
STUDENT INTERESTS; \*VOCATIONAL INTERESTS; SCHOOL COMMUNITY RELATIONSHIP  
IDENTIFIERS - MILFORD; NEW HAMPSHIRE

ABSTRACT - A COMMUNITY NEEDS ASSESSMENT PROCEDURE WAS DESIGNED BY THE MILFORD, NEW HAMPSHIRE, SCHOOL DISTRICT TO DETAIL THE VOCATIONAL PROGRAM OFFERINGS IN MILFORD AND TO MAP A DIRECTION FOR THE FUTURE BASED UPON INPUT FROM A VARIETY OF SOURCES. FOUR MAJOR AREAS WERE EXAMINED IN THE STUDY: JOB MARKET, EXISTING PROGRAMS, POPULATION, AND RESOURCES. DATA FROM THESE AREAS WERE COMPILED AND DISCREPANCY ANALYSES PERFORMED. THE DATA ARE PRESENTED IN TABULAR AND NARRATIVE FORM FOR THE JOB MARKET ANALYSES, EXISTING SCHOOL PROGRAMS, STUDENT INTEREST SURVEY, OHIO VOCATIONAL INTEREST SURVEY, GENERAL AND STUDENT POPULATION ANALYSES, AND SCHOOL AND COMMUNITY RESOURCES ANALYSIS. MILFORD SCHOOL DISTRICT'S NEEDS ASSESSMENT ACTIVITIES AS REPORTED IN THIS DOCUMENT DEMONSTRATE THE USE OF THE MODEL PROCEDURE DEVELOPED, WHICH MAY BE USED BY OTHER NEW HAMPSHIRE AREAS IN PLANNING VOCATIONAL PROGRAMS. (MF)

VT 101 143

ASSOCIATE DEGREE MENTAL HEALTH GRADUATES. A FOLLOW-UP STUDY.

KENTUCKY MENTAL HEALTH MANPOWER COMMISSION, LOUISVILLE.

MF AVAILABLE IN VT-ERIC SET.

PUB DATE - JUN74 31P.

DESCRIPTORS - \*GRADUATE SURVEYS;  
ASSOCIATE DEGREES; \*MENTAL HEALTH PROGRAMS; \*HEALTH PERSONNEL;  
PARTICIPANT CHARACTERISTICS; \*WORK EXPERIENCE; HUMAN SERVICES;  
\*VOCATIONAL FOLLOWUP  
IDENTIFIERS - KENTUCKY

ABSTRACT - IN AUGUST 1973 THE KENTUCKY MENTAL HEALTH MANPOWER COMMISSION BEGAN A STUDY TO OBTAIN INFORMATION ON THE BACKGROUND, TRAINING, EMPLOYMENT STATUS, AND CONTINUING EDUCATION PLANS OF GRADUATES OF ASSOCIATE DEGREE MENTAL HEALTH TRAINING PROGRAMS IN KENTUCKY. THIS REPORT CONTAINS RESULTS OF THE FOLLOWUP STUDY CONDUCTED BETWEEN AUGUST 1973 AND MAY 1974. THE TWO MAJOR SECTIONS OF THE REPORT PRESENT DATA ON THE GRADUATE CHARACTERISTICS AND ON THEIR WORK ACTIVITIES. ONE OF THE MOST SURPRISING ASPECTS OF THE STUDY WAS THAT ALL BUT TWO OF THE 30 RESPONDENTS INDICATED PLANS TO CONTINUE THEIR EDUCATION TOWARD AN



ADDITIONAL DEGREE, THE PRIMARY REASONS BEING THE LOW SALARIES AND LIMITED EMPLOYMENT OPPORTUNITIES FOR ASSOCIATE DEGREE MENTAL HEALTH GRADUATES. APPENDED ARE THE SURVEY INSTRUMENTS AND OTHER SUPPORTIVE MATERIALS. (MF)

VT 101 144  
THE IMPLEMENTATION OF A COMPREHENSIVE, K-ADULT CAREER EDUCATION PROGRAM IN A RURAL SETTING. FINAL REPORT.

MILFORD PUBLIC SCHOOLS, NEBR.  
NEBRASKA STATE DEPT. OF EDUCATION,  
LINCOLN. DIV. OF VOCATIONAL  
EDUCATION.; NEBRASKA OCCUPATIONAL  
NEEDS RESEARCH COORDINATING UNIT,  
LINCOLN.; OFFICE OF EDUCATION  
(DHEW), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 30JUN74 45P.

DESCRIPTORS - \*DEVELOPMENTAL  
PROGRAMS; \*CAREER EDUCATION; RURAL  
AREAS; SMALL SCHOOLS; CURRICULUM  
DEVELOPMENT; PROGRAM DEVELOPMENT;  
INSERVICE TEACHER EDUCATION  
IDENTIFIERS - MILFORD PUBLIC  
SCHOOLS; NEBRASKA

ABSTRACT - THE OBJECTIVES OF THE MILFORD, NEBRASKA, SCHOOL-BASED CAREER EDUCATION MODEL WERE TO: (1) STRUCTURE THE ELEMENTARY SCHOOL CURRICULUM AROUND THE THEME OF CAREER OPPORTUNITIES AND REQUIREMENTS IN THE WORLD OF WORK, (2) PROVIDE STUDENTS IN GRADES 7-9 WITH OCCUPATIONAL EXPLORATION LEARNING EXPERIENCES, (3) EXPAND THE COOPERATIVE EDUCATION PROGRAM IN GRADES 11-12, (4) DEVELOP AN INSTRUCTIONAL MODEL FOR STUDENTS IN GRADE 10-ADULT TO PRODUCE MARKETABLE ENTRY-LEVEL JOB SKILLS OR TO RETRAIN AND UPGRADE SKILLS, (5) DEVELOP A COMPREHENSIVE GUIDANCE, COUNSELING, AND PLACEMENT SERVICE, AND (6) CARRY ON A CONTINUOUS INSERVICE EDUCATION PROGRAM FOR SCHOOL STAFF AND FOR THE COMMUNITY TO INCREASE THEIR UNDERSTANDING OF THE CAREER EDUCATION CONCEPT. THIS DOCUMENT REPORTS THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF THE PROGRAM FROM JULY 14, 1973 THROUGH JUNE 30, 1974. THE EVALUATION, WHICH COMPRISES MOST OF THE DOCUMENT, INDICATES THAT PROJECT WAS SUCCESSFUL IN IMPLEMENTING CAREER EDUCATION CONCEPTS IN A RURAL SCHOOL SETTING. ALTHOUGH EVERY FACET OF THE PROJECT WAS NOT COMPLETED, THE OVERALL IMPACT MET THE BROAD GOAL REQUIREMENTS. (MF)

VT 101 145  
LOVE, EDWIN L.  
THE DEVELOPMENT AND TESTING OF SINGLE OCCUPATION FILM LOOPS AND 135MM COLOR SLIDES FOR USE WITH

SECONDARY AND POST-SECONDARY STUDENTS. FINAL REPORT.

ARKANSAS UNIV., FAYETTEVILLE.  
COLL. OF EDUCATION.  
BUREAU OF OCCUPATIONAL AND ADULT  
EDUCATION (OHEW/OE), WASHINGTON,  
D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 17MAY74 11P.

DESCRIPTORS - \*OCCUPATIONAL  
INFORMATION; \*FILM; \*SLIDES;  
OCCUPATIONAL GUIDANCE; SECONDARY  
EDUCATION; POST SECONDARY  
EDUCATION  
IDENTIFIERS - ARKANSAS

ABSTRACT - YOUNG PEOPLE NEED TO BE SHOWN THE COMMON SKILLS OF ALL OCCUPATIONS, THE SPECIAL SKILLS WHICH CAUSE ONE OCCUPATION TO BE DIFFERENT FROM ALL OTHERS, THE ACTUAL WORKING CONDITIONS, AND THE SKILLS NEEDED TO ADVANCE TO THE NEXT JOB IN A PARTICULAR CLUSTER OF OCCUPATIONS. THIS STUDY WAS DESIGNED TO MEET THE NEEDS OF STUDENTS FOR OCCUPATIONAL INFORMATION IN 20 OCCUPATIONS IN ARKANSAS. THE PURPOSE OF THE STUDY WAS THE DEVELOPMENT AND TESTING OF SINGLE OCCUPATION LOOP FILMS, SLIDE SERIES, AND SUPPORTING SCRIPT IN SECONDARY AND POSTSECONDARY SCHOOLS. PORTIONS OF THE PROJECT WERE COMPLETED BUT IT WAS FOUND THAT MUCH COULD NOT BE DONE BECAUSE TOO MUCH HAD BEEN UNDERTAKEN WITH INSUFFICIENT EXPERIENCE IN FILM AND FILMING. EVENTS, PROBLEMS, EXPENDITURES, AND RECOMMENDATIONS ARE DETAILED IN THE REPORT. (MF)

VT 101 146  
NANNAY, ROBERT W.  
CAREER AWARENESS CURRICULUM  
PROJECT: K-6. (EXEMPLARY PROJECT).  
FINAL REPORT.

MAINE UNIV., PORTLAND.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 30JUN74 20P.

DESCRIPTORS - \*DEVELOPMENTAL  
PROGRAMS; \*CAREER EDUCATION;  
CURRICULUM DEVELOPMENT;  
\*ELEMENTARY GRADES; \*TEACHER  
WORKSHOPS; TEAM TEACHING; STUDENT  
TEACHERS; INSERVICE TEACHER  
EDUCATION; PRESERVICE EDUCATION  
IDENTIFIERS - GORHAM; MAINE

ABSTRACT - THE CAREER AWARENESS CURRICULUM PROJECT IN THE GORHAM, MAINE, ELEMENTARY SCHOOLS BEGAN IN SEPTEMBER 1973 AND CONCLUDED IN MAY 1974. A 10-WEEK WORKSHOP WAS CONDUCTED ON THE CAMPUS OF THE UNIVERSITY OF MAINE AT PORTLAND-GORHAM FOR A CORE OF 10 ELEMENTARY TEACHERS FROM GORHAM TO

FAMILIARIZE THEM WITH THE CAREER EDUCATION CONCEPT BASED ON THE MODEL CURRICULUM INITIATED BY THE U.S. OFFICE OF EDUCATION. THE WORKSHOP PHASE OF THE PROJECT WAS IMMEDIATELY FOLLOWED BY AN EMPHASIS ON PROGRAM IMPLEMENTATION. TO ASSIST THE ELEMENTARY TEACHERS, UNDERGRADUATES FROM THE UNIVERSITY DEPARTMENT OF ELEMENTARY EDUCATION WERE ASSIGNED TO EACH TEACHER AND TEAM TEACHING OF DEVELOPED LESSONS AND UNITS OF STUDY GEARED TOWARD THE CAREER EDUCATION CONCEPT WAS USED. OVERALL EVALUATION OF THE WORKSHOP AND THE PROGRAM WAS SATISFACTORY, WITH THE MAJOR CRITICISM BEING THE SMALL NUMBER OF PARTICIPANTS FROM THE GORHAM SCHOOL SYSTEM. IT WAS RECOMMENDED THAT THE GORHAM SCHOOL ADMINISTRATION SHOULD CONTINUE CAREER EDUCATION INSERVICE TRAINING FOR ITS FACULTY; THAT THE UNIVERSITY OF MAINE COLLEGE OF EDUCATION DEVELOP COURSES ORIENTED TOWARD THE CAREER EDUCATION CONCEPT FOR INSERVICE AND PRESERVICE TEACHER EDUCATION; AND THAT THE STATE DEPARTMENT OF EDUCATION ENCOURAGE THE DEVELOPMENT OF CAREER-RELATED CURRICULA IN MAINE SCHOOLS. (MF)

VT 101 147

KLOSS, FRANK E.  
DEVELOPMENT AND EVALUATION OF CURRICULUM AND MEDIA TO TRAIN PART-TIME FIRE SERVICE INSTRUCTORS IN RURAL AREAS.

WESTERN WISCONSIN VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DISTRICT.  
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 16P.

DESCRIPTORS - \*FIRE SCIENCE EDUCATION; \*FIRE FIGHTERS; \*VOLUNTEER TRAINING; COMMUNITY INVOLVEMENT; RURAL AREAS; PART TIME TEACHERS; COURSE CONTENT IDENTIFIERS - WISCONSIN

ABSTRACT - VOLUNTEER FIRE DEPARTMENTS IN THE SMALL COMMUNITIES AND RURAL AREAS IN 13 SOUTHWEST WISCONSIN COUNTIES ARE CALLED UPON TO PROVIDE PROTECTION TO LARGE AREAS AND SPECIAL HAZARD OCCUPANCIES, WITHOUT FULL REALIZATION OF THE EXTENT TO WHICH THEY ARE INVOLVED AND LIABLE. THE PURPOSE OF THIS PROJECT WAS TO PROVIDE GUIDANCE AND TRAINING FOR CHIEFS AND MEMBERS TO INCREASE THE KNOWLEDGE AND SKILLS THEY USE TO PROTECT LIVES AND PROPERTY. THE TRAINING WAS PROVIDED BY PART-TIME INSTRUCTORS WHO TAUGHT AND

DEMONSTRATED THE COURSES AND CURRICULUM WHICH THEY PREPARED TO SUIT THE PARTICULAR DEPARTMENTAL AND COMMUNITY NEEDS. BASIC COURSE OUTLINES WERE FURNISHED BY THE WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION. CONTINUATION OF THE PROGRAM WAS STRONGLY RECOMMENDED IN VIEW OF THE URGENT NEED FOR THE SERVICES AND THE INCENTIVE THAT THE EDUCATIONAL EFFORT GAVE THE VOLUNTEER FIREMEN TO CONTINUE PARTICIPATION IN THEIR COMMUNITIES. FIRE SERVICE TRAINING REPORTS TO THE STATE BOARD, COURSES AND SCHOOLS, AND RECOMMENDED INSTRUCTOR COURSE CONTENT ARE APPENDED. (MF)

VT 101 148

RICKS, BETTY R.  
A CENTRAL MACHINES LABORATORY SERVING TWO-BLOCK-TIME PROGRAMS AND INCORPORATING FLEXIBLE SCHEDULING WITH INDEPENDENT STUDY. FINAL REPORT.

MANOR HIGH SCHOOL, PORTSMOUTH, VA

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUL74 17P.

DESCRIPTORS - \*LEARNING LABORATORIES; \*OFFICE MACHINES; \*BUSINESS EDUCATION FACILITIES; \*OFFICE OCCUPATIONS EDUCATION; \*FLEXIBLE SCHEDULING; INDEPENDENT STUDY; TIME BLOCKS; SECONDARY SCHOOL STUDENTS

ABSTRACT - A THREE-YEAR EXEMPLARY PROJECT FROM SEPTEMBER 1971 THROUGH JUNE 1974 IS REPORTED FOR THE BUSINESS EDUCATION PROGRAM IN GRADES 9 THROUGH 12 IN MANOR HIGH SCHOOL, PORTSMOUTH, VIRGINIA. THE OBJECTIVES OF THE PROJECT WERE TO SCHEDULE THE USE OF A CENTRAL MACHINES LABORATORY SO THAT IT WOULD EFFECTIVELY SERVICE TWO BLOCK-TIME PROGRAMS BEING TAUGHT SIMULTANEOUSLY AND TO SCHEDULE ALL BUSINESS EDUCATION PROGRAMS IN A FLEXIBLE MODULAR BASIS ALLOWING FOR PLANNED INDEPENDENT STUDY WITH ADEQUATE FACILITIES FOR SUCH STUDY. FEATURES OF THE PROGRAM INCLUDED TYPEWRITING PRACTICE LAB, CENTRAL MACHINES LAB AND RESOURCE CENTER, MEDIA CENTER, DATA PROCESSING EQUIPMENT, AND A MODEL OFFICE PROGRAM. SPECIFIC ACCOMPLISHMENTS INCLUDED DEVELOPMENT OF AUDIOVISUAL MATERIALS AND INSTRUCTIONAL UNITS, USE OF TEAM TEACHING, A MODEL OFFICE SITUATION, AND GOOD STUDENT USE OF THE EQUIPMENT AND FACILITIES. GUIDELINES FOR ANNUAL EVALUATION, AND CONCLUSIONS AND RECOMMENDATIONS ARE GIVEN. (MF)

VT 101 149  
TOTAL CAREER EDUCATION PROJECT.  
MONTICELLO. FINAL REPORT.

MONTICELLO COMMUNITY SCHOOLS,  
IOWA.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - MAR74 30P.

DESCRIPTORS - \*CAREER EDUCATION;  
PILOT PROJECTS; \*SECONDARY SCHOOL  
STUDENTS; DROPOUT PREVENTION;  
OCCUPATIONAL INFORMATION;  
VOCATIONAL DEVELOPMENT; PROGRAM  
EVALUATION

ABSTRACT - THE PERIOD COVERED BY  
THE PROJECT DESCRIBED IN THIS  
REPORT WAS FROM MARCH 1, 1971 TO  
FEBRUARY 28, 1974. OBJECTIVES OF  
THE PROJECT WERE TO PROVIDE  
INFORMATION TO SECONDARY SCHOOL  
STUDENTS IN MONTICELLO, IOWA,  
ABOUT CAREERS AND OCCUPATIONS, TO  
REDUCE THE PERCENTAGE OF DROPOUTS  
IN THE CRUCIAL YEARS OF GRADES 7  
THROUGH 9, AND TO DEVELOP SELF-  
EVALUATION, VOCATIONAL PLANNING,  
AND WORK EXPERIENCE ACTIVITIES BY  
THE STUDENTS. A THREE-PHASE  
PROGRAM OF CAREER DISCOVERY,  
EXPLORATION, AND ENHANCEMENT WAS  
INTERWOVEN INTO THE EXISTING  
CURRICULUM. RESULTS INDICATED THAT  
THE OBJECTIVES WERE ACCOMPLISHED  
TO A LARGE EXTENT. RECOMMENDATIONS  
FOR A SIMILAR PROJECT WOULD BE TO  
PROVIDE AMPLE INSERVICE TRAINING  
FOR STAFF, TO START THE PROJECT IN  
KINDERGARTEN INSTEAD OF JUNIOR  
HIGH GRADES, AND TO BE SURE OF  
ADEQUATE FUNDING FOR THE PROJECT.  
EVALUATIONS, SURVEYS, AND  
INSTRUMENTS USED IN THE PROJECT  
ARE APPENDED. (MF)

VT 101 150  
JOHNSON, JERRY J.  
PROJECT SHARE. RESEARCH AND  
DEVELOPMENT PROJECT IN ACQUIRING  
SUPPLIES AND EQUIPMENT FOR  
VOCATIONAL-TECHNICAL EDUCATION.  
FINAL REPORT.

DAKOTA COUNTY AREA VOCATIONAL-  
TECHNICAL INST., ROSEMOUNT, MINN.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.; MINNESOTA STATE  
DEPT. OF EDUCATION, ST. PAUL. DIV.  
OF VOCATIONAL AND TECHNICAL  
EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 24JUN74 8P.

DESCRIPTORS - \*EDUCATIONAL  
EQUIPMENT; SUPPLIES; \*VOCATIONAL  
SCHOOLS; \*EQUIPMENT UTILIZATION;  
\*SHARED SERVICES; \*SCHOOL INDUSTRY  
RELATIONSHIP; COOPERATIVE  
PLANNING; PILOT PROJECTS  
IDENTIFIERS - MINNESOTA

ABSTRACT - WITH THE HEAVY AND  
INCREASING DEMAND FOR VOCATIONAL  
EDUCATION IN MINNESOTA IN THE PAST

FEW YEARS IT HAS BECOME MORE  
DIFFICULT TO PROVIDE SUPPLIES AND  
EQUIPMENT FOR VOCATIONAL PROGRAMS  
IN BUSINESS AND INDUSTRIAL  
OCCUPATIONS. INDUSTRY HAD BEEN  
VERY COOPERATIVE WITH SOME SCHOOLS  
IN FURNISHING FREE AND INEXPENSIVE  
MATERIALS BUT MANY SCHOOLS HAD NOT  
BEEN SHARING IN THESE DONATIONS.  
LIMITED BUDGETS CAUSED SHORTAGES  
OR UNAVAILABILITY OF MATERIALS FOR  
VOCATIONAL STUDENTS. THE PURPOSE  
OF PROJECT SHARE WAS TO REDUCE  
ACQUISITION COSTS AND TO PROVIDE A  
GREATER VARIETY OF MATERIALS  
THROUGH A VEHICLE FOR COOPERATIVE  
ACQUISITION OF SUPPLIES AND  
EQUIPMENT, PURCHASED OR DONATED,  
AND A PLAN TO SHARE THE EQUIPMENT  
AMONG THE VOCATIONAL PROGRAMS.  
SUBSTANTIAL SAVINGS WERE REALIZED  
DURING THE FIRST FEW MONTHS OF THE  
PROJECT DUE TO MOST OF THE  
PRODUCTS BEING OBTAINED AS SURPLUS  
OR EXCESS PROPERTY OF PRIVATE  
BUSINESS, TO BE USED IN THE  
VOCATIONAL PROGRAMS IN THE  
SECONDARY AND POSTSECONDARY  
INSTITUTIONS OF MINNESOTA.  
HOWEVER, RISING COSTS OF STAFFING,  
WAREHOUSING, AND TRANSPORTATION  
TERMINATED THE PROJECT AFTER IT  
OPERATED FROM APRIL 9, 1973  
THROUGH DECEMBER 31, 1973. THE  
REPORT PRESENTS CONCLUSIONS,  
IMPLICATIONS, AND RECOMMENDATIONS  
FOR THE FUTURE, DEALING  
PRINCIPALLY WITH MANAGEMENT  
PROCEDURES. (MF)

VT 101 151  
STUDENT TERMINATIONS FROM FULL-  
TIME DAY PROGRAMS OF THE MINNESOTA  
AREA VOCATIONAL-TECHNICAL  
INSTITUTES BETWEEN JULY 1, 1972,  
AND JUNE 30, 1973. SUMMARY OF ALL  
TERMINATIONS; ACROSS THE STATE.

MINNESOTA UNIV., MINNEAPOLIS.  
VOCATIONAL FOLLOW-UP SYSTEM.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - DEC73 25P.

DESCRIPTORS - \*WITHDRAWAL; DAY  
STUDENTS; \*TRANSFERS; \*DROPOUTS;  
\*GRADUATES; \*AREA VOCATIONAL  
SCHOOLS; TECHNICAL INSTITUTES  
IDENTIFIERS - MINNESOTA

ABSTRACT - THE VOCATIONAL FOLLOW-  
UP SYSTEM IN THE MINNESOTA AREA  
VOCATIONAL-TECHNICAL INSTITUTES  
GATHERS THREE TYPES OF DATA ABOUT  
THE STUDENTS: (1) BIOGRAPHICAL,  
(2) TERMINATION AND CHANGE OF  
PROGRAM, AND (3) FOLLOWUP DATA ON  
GRADUATES. THE TERMINATION AND  
CHANGE DATA IN THIS REPORT PROVIDE  
INFORMATION CONCERNING THE NUMBER  
OF ENROLLEES WHO GRADUATED,  
WITHDREW, COMPLETED TRAINING  
OBJECTIVES, RECEIVED TRADE  
CERTIFICATES, OR CHANGED PROGRAMS  
BETWEEN JULY 1, 1972 AND JUNE 30,  
1973. APPENDIXES INCLUDE THE

SYSTEM CURRICULUM GUIDE AND THE  
CATEGORIZATION SYSTEM OF REASONS  
FOR WITHDRAWAL. (MF)

## VT 101 152

ONE-YEAR FOLLOW-UP INFORMATION ON  
GRADUATES WHO GRADUATED FROM FULL-  
TIME DAY PROGRAMS OF THE MINNESOTA  
AREA VOCATIONAL-TECHNICAL  
INSTITUTES BETWEEN JULY 1, 1971,  
AND JUNE 30, 1972. SUMMARY OF ALL  
GRADUATES: ACROSS THE STATE.

MINNESOTA UNIV., MINNEAPOLIS.  
VOCATIONAL FOLLOW-UP SYSTEM.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NOV73 46P.

DESCRIPTORS - \*GRADUATE SURVEYS;  
\*VOCATIONAL FOLLOWUP; \*FOLLOWUP  
STUDIES; \*AREA VOCATIONAL SCHOOLS;  
TECHNICAL INSTITUTES; STUDENT  
OPINION; JOB SATISFACTION;  
EMPLOYER ATTITUDES  
IDENTIFIERS - MINNESOTA

ABSTRACT - THE MAIN PURPOSE OF A  
FOLLOWUP OF MINNESOTA AREA  
VOCATIONAL-TECHNICAL INSTITUTE  
GRADUATES WAS TO DETERMINE WHAT  
HAPPENS TO GRADUATES AFTER THEY  
LEAVE SCHOOL. INFORMATION OBTAINED  
FROM GRADUATES AND THEIR EMPLOYERS  
ALLOWS SCHOOL PERSONNEL TO JUDGE  
THE EFFECTIVENESS OF THEIR  
PROGRAMS AND HOW THEY MIGHT BE  
IMPROVED. EXPERIENCE WITH THE  
FOLLOWUP SYSTEM IN MINNESOTA HAS  
BEEN VERY SUCCESSFUL. DURING THE  
JULY 1, 1971-JUNE 30, 1972 YEAR  
RETURNS WERE RECEIVED FROM 80  
PERCENT OF THE GRADUATES AND FROM  
92 PERCENT OF THEIR EMPLOYERS. THE  
DATA ARE PRESENTED IN 35 TABLES  
AND CORRESPONDING NARRATIVES  
COVERING THE BROAD SUBJECT MATTER  
OF THE GRADUATES' EMPLOYMENT  
STATUS AT ONE YEAR AFTER  
GRADUATION, INCLUDING THEIR  
EMPLOYMENT HISTORY, EMPLOYER  
FOLLOWUP, AND GRADUATES'  
EVALUATION OF THEIR SCHOOL  
TRAINING PROGRAMS. APPENDIXES GIVE  
THE SYSTEM CURRICULUM GUIDE OF  
BROAD OCCUPATIONAL CLUSTERS AND  
CURRICULUM AREA FOR SPECIFIC  
PROGRAMS, AND A LIST OF THE  
COUNTIES IN MINNESOTA'S 11  
ECONOMIC REGIONS. (MF)

## VT 101 153

BIOGRAPHICAL INFORMATION ON PEOPLE  
WHO ENROLLED IN THE FULL-TIME DAY  
PROGRAMS OF THE MINNESOTA AREA  
VOCATIONAL-TECHNICAL INSTITUTES  
BETWEEN JULY 1, 1972, AND JUNE 30,  
1973. SUMMARY OF ALL ENROLLEES:  
ACROSS THE STATE.

MINNESOTA UNIV., MINNEAPOLIS.  
VOCATIONAL FOLLOW-UP SYSTEM.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NOV73 25P.

DESCRIPTORS - \*STUDENT ENROLLMENT;

## BEST COPY AVAILABLE

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\*BIOGRAPHICAL INVENTORIES; DAY  
STUDENTS; \*STUDENT  
CHARACTERISTICS; \*ENROLLMENT RATE;  
\*AREA VOCATIONAL SCHOOLS;  
TECHNICAL INSTITUTES; OCCUPATIONAL  
CLUSTERS; CURRICULUM GUIDES  
IDENTIFIERS - MINNESOTA

ABSTRACT - ONE OF A SERIES OF  
REPORTS SUMMARIZING DATA ON  
STUDENTS IN THE FULL-TIME DAY  
PROGRAMS OF THE MINNESOTA AREA  
VOCATIONAL-TECHNICAL INSTITUTES.  
THIS REPORT FEATURES BIOGRAPHICAL  
DATA GATHERED FROM STUDENTS  
ENROLLED BETWEEN JULY 1, 1972 AND  
JUNE 30, 1973. DATA PRESENTED  
INCLUDE AGE, SEX, MARITAL STATUS,  
GEOGRAPHICAL LOCATION, INFORMATION  
ABOUT FAMILY OCCUPATIONS AND  
INCOME, STUDENTS' PRIOR EDUCATION  
AND WORK EXPERIENCE, AND  
CURRICULUM AREA IN WHICH ENROLLED.  
APPENDIXES GIVE THE SYSTEM  
CURRICULUM GUIDE OF BROAD  
OCCUPATIONAL CLUSTERS AND  
CURRICULUM AREA FOR SPECIFIC  
PROGRAMS, AND A LIST OF THE  
COUNTIES IN MINNESOTA'S 11  
ECONOMIC REGIONS. (MF)

## VT 101 154

WEBER, JAMES M.  
TESTING THE OHIO CAREER  
DEVELOPMENT PROGRAM.

INSTITUTE FOR EDUCATIONAL  
DEVELOPMENT, NEW YORK, N.Y.  
OHIO STATE DEPT. OF EDUCATION,  
COLUMBUS. DIV. OF VOCATIONAL  
EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - AUG73 135P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL DEVELOPMENT; \*PROGRAM  
EVALUATION; \*TESTING; \*TESTS  
IDENTIFIERS - \*OHIO

ABSTRACT - THIS DOCUMENT REPORTS  
THE PLANNING AND ADMINISTRATION OF  
AN EVALUATION OF A CAREER  
DEVELOPMENT PROGRAM CARRIED OUT IN  
FOUR CITIES IN OHIO. THE PLAN  
CALLED FOR DEVELOPING, PILOTING,  
REVISING, AND ADMINISTERING A  
SERIES OF PRELIMINARY AND FINAL  
TESTS TO AN EXPERIMENTAL AND A  
CONTROL GROUP. THE TESTS WERE  
ADMINISTERED TO RANDOMLY SELECTED  
CLASSROOMS IN GRADES 3, 6, 8, AND  
10 IN AKRON, CINCINNATI, DAYTON,  
AND TOLEDO. THE RESULTS OF THE  
PROJECT CAME IN TWO FORMS: (1) A  
SET OF TESTS FOR MEASURING  
COGNITIVE AND AFFECTIVE  
PERFORMANCE OF STUDENTS IN THEIR  
CAREER DEVELOPMENT AT GRADES 3, 6,  
8, AND 10, AND (2) TESTED LEARNING  
ON THE COGNITIVE AND AFFECTIVE  
PERFORMANCE OF STUDENTS IN FOUR  
OHIO CITIES BASED ON THE TESTS.  
(AUTHOR/MU)

## VT 101 155



PRIZZIA, ROSS  
MANPOWER SURVEY PROJECT: A SURVEY  
OF INDUSTRY OPINION.

HONOLULU COMMUNITY COLL., HAWAII.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUL73 142P.

DESCRIPTORS - \*COMMUNITY COLLEGES;  
\*TECHNICAL EDUCATION; \*VOCATIONAL  
EDUCATION; CURRICULUM PLANNING;  
\*COMMUNITY SURVEYS; JOB SKILLS;  
\*SCHOOL INDUSTRY RELATIONSHIP  
IDENTIFIERS - \*HONOLULU COMMUNITY  
COLLEGE; HAWAII

ABSTRACT - TO DETERMINE THE  
OPINIONS OF THE INDUSTRIES THAT  
EMPLOY VOCATIONAL GRADUATES OF THE  
HONOLULU COMMUNITY COLLEGE,  
QUESTIONNAIRES WERE ADMINISTERED  
BY INSTRUCTORS AND A STUDENT STAFF  
TO A SELECTED SAMPLE OF INDUSTRIES  
BALANCED BY LOCATION, SIZE, AND  
OWNERSHIP TYPE. DEMOGRAPHIC  
CHARACTERISTICS OF THE EMPLOYER,  
GENERAL TECHNICAL SKILLS NEEDED IN  
SPECIFIC WORK, AND PERSONAL  
TRAITS, HABITS, AND  
CHARACTERISTICS USEFUL IN  
EMPLOYEES WERE EXPLORED. OPEN-  
ENDED QUESTIONS TO 257 RESPONDENTS  
PRODUCED FINDINGS USEFUL IN  
CURRICULUM PLANNING OF THE  
COLLEGE. OPINIONS STRESSED THE  
GROWING IMPORTANCE OF EMPHASIS ON  
SOCIAL SKILLS AND A NEED FOR A  
CONTINUING COLLEGE-INDUSTRY  
DIALOGUE WITH CONTINUOUS FEEDBACK  
TO THE SCHOOL FROM THE INDUSTRIAL  
COMMUNITY. (MU)

VT 101 156  
RYAN, CHARLES W.; YOUNG, JON I.  
INFLUENCES ON THE CAREER  
DEVELOPMENT OF ELEMENTARY SCHOOL  
CHILDREN.

MAINE UNIV., ORONO. COLL. OF  
EDUCATION.  
MAINE STATE DEPT. OF EDUCATIONAL  
AND CULTURAL SERVICES, AUGUSTA.  
VOCATIONAL EDUCATION RESEARCH  
COORDINATING UNIT.  
MF AVAILABLE IN VT-ERIC SET.  
RES-OEV-SER-C/73-1  
PUB DATE - SEP73 67P.

DESCRIPTORS - \*CHILDRENS BOOKS;  
\*OCCUPATIONAL INFORMATION;  
\*CHILDHOOD ATTITUDES; \*VOCATIONAL  
DEVELOPMENT; OCCUPATIONAL  
ASPIRATION; \*ELEMENTARY SCHOOL  
STUDENTS.  
IDENTIFIERS - \*OLD TOWN MAINE  
SCHOOL SYSTEM

ABSTRACT - TO PROVIDE GUIDELINES  
FOR EDUCATORS WHO PLAN CAREER  
DEVELOPMENT IN SCHOOL PROGRAMS,  
THIS RESEARCH STUDIED THE  
INFLUENCES ON CAREER DEVELOPMENT  
OF YOUNG CHILDREN. EVIDENCE WAS  
SOUGHT TO DETERMINE HOW THE WORLD  
OF WORK IS PRESENTED TO CHILDREN

IN THE ELEMENTARY READING TEXTS  
AND MATERIALS. SAMPLES OF READING  
MATERIALS USED IN THE ELEMENTARY  
CLASSROOMS OF THE OLD TOWN, MAINE  
SCHOOL SYSTEM WERE ANALYZED AND  
EACH STUDENT IN GRADES 2, 4, AND 6  
WAS ADMINISTERED AN OCCUPATIONAL  
KNOWLEDGE TEST TO MEASURE  
ATTITUDES AND KNOWLEDGE OF  
OCCUPATIONS AND PERCEPTIONS OF  
SEX-IDENTIFIED OCCUPATIONS. DATA  
REVEALED THAT READING MATERIALS  
HAD LITTLE EFFECT ON THE CHILD'S  
VIEWS OF VARIOUS OCCUPATIONS AS  
MEASURED BY CORRELATION BETWEEN  
KNOWLEDGE AND PREFERENCE. OLDER  
ELEMENTARY STUDENTS SHOWED LESS  
PREJUDICE ABOUT SEX STEREOTYPED  
OCCUPATIONS THAN DID THE YOUNGER  
STUDENTS. (AUTHOR/MU)

VT 101 157  
CONTEMPORARY CURRICULUM FOR CAREER  
DEVELOPMENT. FINAL REPORT. OCTOBER  
1, 1970-JUNE 30, 1973. EVALUATION  
REPORT.

KNOX COUNTY SCHOOLS, KNOXVILLE,  
TENN.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 73 145P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*VOCATIONAL DEVELOPMENT;  
\*DEVELOPMENTAL PROGRAMS; \*PROGRAM  
DESCRIPTIONS; \*PROGRAM EVALUATION  
IDENTIFIERS - \*KNOX COUNTY SCHOOL  
SYSTEM

ABSTRACT - THIS DOCUMENT REPORTS  
THE THIRD YEAR OF AN EXEMPLARY  
PROJECT TO INTRODUCE CAREER  
EDUCATION INTO THE KNOX COUNTY  
SCHOOL SYSTEM, TENNESSEE AND  
SUMMARIZES THE ENTIRE PROJECT FROM  
OCTOBER 1970 TO JULY 1973. A BRIEF  
CHRONOLOGICAL REVIEW, DESCRIPTIONS  
OF THE PROGRAM ACTIVITIES FOR  
PRIMARY, MIDDLE, AND SECONDARY  
GRADES, ACCOMPLISHMENTS IN TERMS  
OF OBJECTIVES, AND THE JOB  
PLACEMENT AND FOLLOWUP PROGRAM ARE  
INCLUDED. AN ATTACHMENT CONTAINS  
THE EVALUATION REPORT WHICH  
DETAILS THE PROGRAM AND  
MEASUREMENTS OF STUDENT  
ACHIEVEMENT ON A SCHOOL-BY-SCHOOL  
BASIS. (AUTHOR/MU)

VT 101 158  
KEVORKIAN, ARTHUR H., AND OTHERS  
REPORT OF THE CAREER EXPLORATION  
PROGRAM FOR JUNIOR HIGH SCHOOLS IN  
NEW BRITAIN.

NEW BRITAIN BOARD OF EDUCATION,  
CONN.  
CONNECTICUT STATE DEPT. OF  
EDUCATION, HARTFORD. DIV. OF  
VOCATIONAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 200P.



DESCRIPTORS - CAREER EDUCATION;  
\*OCCUPATIONAL INFORMATION;  
\*PROGRAM PLANNING; \*JUNIOR HIGH  
SCHOOLS; \*VOCATIONAL DEVELOPMENT  
IDENTIFIERS - \*NEW BRITAIN PUBLIC  
SCHOOLS

ABSTRACT - THIS DOCUMENT REPORTS THE ORGANIZATION, ACTIVITIES, AND INITIAL PRODUCTS OF A PROJECT TO DEVELOP A JUNIOR HIGH SCHOOL PROGRAM IN CAREER EXPLORATION, ADMINISTRATIVE, GUIDANCE, AND CLASSROOM PERSONNEL FROM THE SCHOOLS OF NEW BRITAIN, CONNECTICUT WORKED IN COMMITTEE TO DEFINE ROLES, SEEK COMMUNITY INVOLVEMENT, AND PRODUCE UNITS OF STUDY FOR THE PROGRAM. REPORTS OF THE COMMITTEE ACTIVITIES, MINUTES OF THEIR MEETINGS, CORRESPONDENCE, AND CONCLUSIONS REACHED IN THEIR STUDY ARE INCLUDED IN THE DOCUMENT. STUDENT INPUT AND COMMUNITY COOPERATION CONTRIBUTED TO THE EFFORT. A NUMBER OF WORK-ROLE OBSERVATION SHEETS WERE COMPILED TO BE USED FOR RESOURCE MATERIALS IN THE GUIDANCE CENTERS OF VARIOUS SCHOOLS IN NEW BRITAIN. (MU)

VT 101 159  
DRAKE, JAMES BOB; MORGAN, ALICE S

PERCEPTIONS OF ALABAMA  
SUPERINTENDENTS AND PRINCIPALS OF  
VOCATIONAL YOUTH ORGANIZATIONS.

AUBURN UNIV., ALA. DEPT. OF  
VOCATIONAL AND ADULT EDUCATION,  
ALABAMA STATE DEPT. OF EDUCATION,  
MONTGOMERY. DIV. OF VOCATIONAL  
EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
RES-DEV-REP-16  
PUB DATE - 73 75P.

DESCRIPTORS - \*STUDENT  
ORGANIZATIONS; \*YOUTH CLUBS;  
\*ADMINISTRATOR ATTITUDES;  
\*ORGANIZATIONAL EFFECTIVENESS;  
SUPERINTENDENTS; PRINCIPALS; HIGH  
SCHOOL CURRICULUM; GROUP  
ACTIVITIES; SURVEYS  
IDENTIFIERS - ALABAMA

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DETERMINE SOME OF THE PERCEPTIONS HELD BY ALABAMA SUPERINTENDENTS AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO VOCATIONAL YOUTH ORGANIZATIONS IN THEIR SCHOOLS OR SCHOOL SYSTEMS. SURVEY INSTRUMENTS WERE MAILED TO 561 ALABAMA SUPERINTENDENTS AND SECONDARY SCHOOL PRINCIPALS, WITH RESPONSES OF 314 COMPILED IN THE REPORT. THE OVERALL OPINIONS EXPRESSED AS TO THE EFFECTIVENESS OF THE VOCATIONAL YOUTH ORGANIZATIONS WERE VERY FAVORABLE. SURVEY ANSWERS ARE DETAILED IN 33 TABLES. THE SURVEY FORM, COMMENTS FROM RESPONDENTS, AND OTHER

MATERIAL ARE APPENDED. THE CLUBS ABOUT WHICH OPINIONS WERE REQUESTED WERE: DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, FUTURE BUSINESS LEADERS OF AMERICA, FUTURE FARMERS OF AMERICA, FUTURE HOMEMAKERS OF AMERICA, VOCATIONAL INDUSTRIAL CLUBS OF AMERICA, HEALTH CAREERS CLUBS, AND INDUSTRIAL ARTS CLUBS. (MF)

VT 101 160  
DRAKE, JAMES BOB  
EMPLOYMENT TRENDS AND VOCATIONAL  
PLANNING INFORMATION FOR FORESTRY  
TECHNICIANS IN ALABAMA. PART I.

AUBURN UNIV., ALA. DEPT. OF  
VOCATIONAL AND ADULT EDUCATION,  
ALABAMA STATE DEPT. OF EDUCATION,  
MONTGOMERY. DIV. OF VOCATIONAL  
EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
RES-DEV-REP-15  
PUB DATE - 73 64P.

DESCRIPTORS - STATE SURVEYS;  
\*EMPLOYMENT OPPORTUNITIES;  
\*EMPLOYMENT TRENDS; \*FORESTRY  
AIDS; \*MANPOWER NEEDS;  
\*EDUCATIONAL NEEDS; TECHNICAL  
INSTITUTES; COLLEGE PROGRAMS  
IDENTIFIERS - ALABAMA

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO PROVIDE INFORMATION CONCERNING EMPLOYMENT OPPORTUNITIES AND TRENDS AND OTHER INFORMATION FOR PLANNING POSTSECONDARY VOCATIONAL EDUCATION PROGRAMS FOR FORESTRY TECHNICIANS. SURVEY INSTRUMENTS WERE MAILED TO THE POPULATION OF 344 FORESTRY FIRMS IN ALABAMA, WITH A RETURN OF 119. FINDINGS DETAILED IN THE REPORT INDICATE THAT THERE ARE BUDGETED VACANCIES FOR FORESTRY TECHNICIANS CURRENTLY EXISTING, WITH A CONTINUING NEED FOR SUCH WORKERS. RESPONDING FIRMS REPORTED THAT THEIR FORESTRY TECHNICIANS RECEIVED MOST OF THEIR TRAINING ON THE JOB (69.1 PERCENT), WITH 15.4 PERCENT AT FOUR-YEAR COLLEGES AND UNIVERSITIES, 7.6 PERCENT IN JUNIOR COLLEGE TECHNICAL PROGRAMS, AND THE REST BY SOME OTHER MEANS. ONLY 10.9 PERCENT OF THE RESPONDING FIRMS STATED THAT THEY WOULD HIRE FORESTRY TECHNICIANS TRAINED IN POSTSECONDARY SCHOOLS, ALTHOUGH 74.5 PERCENT FELT THAT SUCH POSTSECONDARY PROGRAMS SHOULD BE COOPERATIVE AND 62 PERCENT INDICATED WILLINGNESS TO WORK WITH STUDENTS IN COOPERATIVE PROGRAMS. (MF)

VT 101 161  
DRAKE, JAMES BOB, AND OTHERS  
A SURVEY OF SELECTED ASPECTS OF  
DISTRIBUTIVE EDUCATION PROGRAMS IN  
THE UNITED STATES.

AUBURN UNIV., ALA. DEPT. OF

VOCATIONAL AND ADULT EDUCATION.  
ALABAMA STATE DEPT. OF EDUCATION,  
MONTGOMERY. DIV. OF VOCATIONAL  
EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
RES-DEV-REP-14  
PUB DATE - 73 26P.

DESCRIPTORS - \*DISTRIBUTIVE  
EDUCATION; \*SECONDARY GRADES;  
\*STUDENT ENROLLMENT; \*TEACHER  
SALARIES; \*TEACHER EMPLOYMENT;  
\*INSTRUCTOR COORDINATORS;  
\*COOPERATIVE PROGRAMS; \*NATIONAL  
SURVEYS; \*STATE SUPERVISORS

ABSTRACT - THE PURPOSE OF THIS  
STUDY WAS TO COLLECT INFORMATION  
ON SELECTED ASPECTS OF SECONDARY  
LEVEL DISTRIBUTIVE EDUCATION  
PROGRAMS IN THE UNITED STATES,  
WITH SPECIFIC EMPHASIS ON STUDENT  
ENROLLMENT AND SALARY RANGES OF  
TEACHER-COORDINATORS IN BOTH  
COOPERATIVE PLAN PROGRAMS AND  
PROJECT PLAN PROGRAMS. INFORMATION  
IN THE STUDY WAS PROVIDED BY STATE  
SUPERVISORS OR COMPARABLE  
PERSONNEL IN THE 33 STATES  
RESPONDING TO THE SURVEY. FINDINGS  
SHOWED THAT ALL 33 STATES OFFER  
COOPERATIVE PLAN DISTRIBUTIVE  
EDUCATION PROGRAMS AND 13 ALSO  
OFFER PROJECT PLAN DISTRIBUTIVE  
EDUCATION PROGRAMS. STUDENT  
ENROLLMENT, ENROLLMENT PER  
TEACHER, TEACHER SALARY RANGES,  
AND NUMBER OF TEACHERS EMPLOYED  
ARE PRESENTED FOR EACH TYPE OF  
PLAN IN EACH STATE. THE STUDY WAS  
NOT INTENDED TO DRAW ANY  
CONCLUSIONS BUT RATHER TO GATHER  
DATA THAT WOULD BE HELPFUL TO  
STATE SUPERVISORS AND OTHER  
INTERESTED PERSONNEL FOR NOTING  
TRENDS IN PROGRAM OPERATION FOR  
PLANNING PURPOSES. (MF)

VT 101 162  
VOCATIONAL EDUCATION EFFORT IN  
IOWA, 1972 REPORT.

IOWA STATE CAREER EDUCATION  
ADVISORY COUNCIL, DES MOINES.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - OCT 72 199P.

DESCRIPTORS - \*ADVISORY  
COMMITTEES; \*STATEWIDE PLANNING;  
\*CAREER EDUCATION; \*STATE  
PROGRAMS; \*ANNUAL REPORTS  
IDENTIFIERS - IOWA

ABSTRACT - THIS 1972 REPORT, MADE  
BY THE IOWA CAREER EDUCATION  
ADVISORY COUNCIL TO THE STATE  
BOARD OF PUBLIC INSTRUCTION, THE  
NATIONAL COMMISSIONER, AND THE  
NATIONAL ADVISORY COUNCIL ON  
VOCATIONAL EDUCATION, SUMMARIZES  
THE EFFORTS DIRECTED TOWARD THE  
CAREER EDUCATION CONCEPT IN THE  
STATE DURING THE YEAR. SUMMARIES  
OF RESEARCH OBTAINED FROM FIELD  
TRIPS AND STATISTICAL DATA ARE

REPORTED ALONG WITH THE RESULTING  
RECOMMENDATIONS FOR EACH  
EDUCATIONAL LEVEL FOR ELEMENTARY  
AND JUNIOR HIGH SCHOOL, SECONDARY  
GRADES, AND POSTSECONDARY GRADES.  
GUIDANCE ACTIVITIES AT THE  
SECONDARY AND POSTSECONDARY LEVELS  
ARE HIGHLIGHTED. (MU)

VT 101 163  
CAREER EDUCATION EFFORT IN IOWA.  
1973 REPORT.

IOWA STATE CAREER EDUCATION  
ADVISORY COUNCIL, DES MOINES.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - DEC 73 37P.

DESCRIPTORS - \*ADVISORY  
COMMITTEES; \*STATEWIDE PLANNING;  
\*CAREER EDUCATION; \*STATE  
PROGRAMS; \*ANNUAL REPORTS  
IDENTIFIERS - \*IOWA

ABSTRACT - THIS 1973 REPORT, MADE  
BY THE IOWA CAREER EDUCATION  
ADVISORY COUNCIL TO THE STATE  
BOARD OF PUBLIC INSTRUCTION, THE  
NATIONAL COMMISSIONER, AND THE  
NATIONAL ADVISORY COUNCIL ON  
VOCATIONAL EDUCATION, HAS REVIEWED  
THE PRE- AND INSERVICE TEACHER  
PREPARATION DIRECTED TOWARD  
IMPLEMENTING CAREER EDUCATION IN  
IOWA DURING THE YEAR. AT THREE  
UNIVERSITIES, MEETINGS WERE HELD  
AND 87 EDUCATION STUDENTS AND  
THREE UNIVERSITY PRESIDENTS WERE  
INTERVIEWED. STATISTICAL  
INFORMATION WAS ALSO CONSIDERED  
AND THE FOLLOWING RECOMMENDATIONS  
WERE REACHED: (1) A STATE  
DEFINITION OF CAREER EDUCATION  
MUST BE DEVELOPED, (2) A STATE  
PLAN TO COORDINATE ALL EFFORTS IS  
NEEDED, (3) STATE CURRICULUM  
GUIDES SHOULD BE COMPLETED AND  
DISTRIBUTED, AND (4) A STATE  
COORDINATING COMMITTEE IS NEEDED.  
ACTION ON THE RECOMMENDATIONS OF  
THE PREVIOUS YEAR IS REPORTED.  
(MU)

VT 101 164  
CAMERON, DONALD L.; LUTZ, BARRETT  
MODEL CAREER RESOURCE CENTER.  
FINAL REPORT.

STATE COLLEGE AREA SCHOOL  
DISTRICT, PA.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUL 73 25P.

DESCRIPTORS - \*EDUCATIONAL  
RESOURCES; \*RESOURCE CENTERS;  
\*VOCATIONAL DEVELOPMENT;  
\*INFORMATION SYSTEMS; \*SECONDARY  
EDUCATION; \*CAREER PLANNING  
IDENTIFIERS - \*STATE COLLEGE AREA  
SCHOOL DISTRICT; PENNSYLVANIA

ABSTRACT - TO DELIVER CAREER GUIDANCE SERVICES TO THE SECONDARY SCHOOL STUDENTS OF THE STATE COLLEGE AREA HIGH SCHOOL, A CAREER RESOURCE CENTER WAS ESTABLISHED AND A CAREER COUNSELOR PROVIDED FOR THE SCHOOL. SIX GENERAL AREAS OF ACTIVITY ARE DESCRIBED: (1) A LIBRARY OF RESOURCE MATERIALS, (2) AN ATTRACTIVE AND APPROPRIATE SPACE FOR COUNSELING OR FOR MEETINGS, (3) HUMAN RESOURCES FROM OUTSIDE THE SCHOOL, (4) COMMUNITY PROGRAMS, (5) AN INTEGRATED CURRICULUM OF REGULAR SUBJECT MATTER WITH CAREER INFORMATION, AND (6) FACULTY EXPERTISE IN SELECTING AND USING APPROPRIATE MATERIALS. AN EVALUATION OF THE SERVICES IS MADE THROUGH STUDENT SURVEYS AND PLANS ARE MADE FOR CONTINUING THE CENTER. INSTRUMENTS, MATERIALS, AND A FLOOR PLAN OF THE FACILITY ARE APPENDED. (MU)

VT 101 165

MOUNTAIN, NORMA M.  
MODEL CAREER RESOURCE CENTERS IN SCHOOLS FOR THE SYSTEMATIC PURPOSEFUL USE OF CAREER INFORMATION SUPPORTED BY A STATE INFORMATION PREPARATION AGENCY. FINAL REPORT.

NORTH HILLS SCHOOL DISTRICT,  
PITTSBURGH, PA.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 30JUN73 28P.

DESCRIPTORS - \*EDUCATIONAL  
RESOURCES; \*RESOURCE CENTERS;  
\*VOCATIONAL DEVELOPMENT;  
\*INFORMATION SYSTEMS; CAREER  
PLANNING; SECONDARY EDUCATION  
IDENTIFIERS - \*NORTH HILLS  
SCHOOLS; PENNSYLVANIA

ABSTRACT - THE SYSTEM FOR DELIVERING CAREER DEVELOPMENT INFORMATION TO THE SCHOOL PERSONNEL AND 3500 STUDENTS IN GRADES 9 THROUGH 12 IN THE NORTH HILLS SCHOOLS OUTSIDE PITTSBURGH IS DESCRIBED. OBJECTIVES OF THE CAREER RESOURCE CENTER WERE TO MAKE AVAILABLE CAREER INFORMATION, ASSIST IN ITS UTILIZATION, AND PROVIDE PROFESSIONAL HELP TO STUDENTS IN THEIR CAREER PLANNING. AN INTERNAL EVALUATION OF THE CENTER IS REPORTED IN WHICH THE REGULAR GUIDANCE PROGRAM AND THE RESOURCE CENTER PROGRAM ARE COMPARED USING A STUDENT SURVEY AND DETAIL RECORDS OF RESOURCE CENTER USE. INSTRUMENTS USED ARE APPENDED. (MU)

VT 101 166

COORDINATION OF FIELD SERVICES FOR

STUDENTS HAVING COMPLETED A VOCATIONAL TRAINING PROGRAM AT THE YOUTH DEVELOPMENT CENTER AND RETURNED TO THEIR HOME COMMUNITY. FINAL REPORT.

YOUTH DEVELOPMENT CENTER, KEARNEY, NEBR.  
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN.; NEBRASKA OCCUPATIONAL NEEDS RESEARCH COORDINATING UNIT, LINCOLN.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 74 8P.

DESCRIPTORS - \*RECIDIVISM;  
\*VOCATIONAL REHABILITATION;  
\*VOCATIONAL TRAINING CENTERS;  
\*VOCATIONAL ADJUSTMENT;  
EMPLOYMENT; VOCATIONAL COUNSELING;  
JOB PLACEMENT; WORK ATTITUDES  
IDENTIFIERS - \*YOUTH DEVELOPMENT  
CENTER; NEBRASKA

ABSTRACT - COVERING THE TIME PERIOD OF APRIL 16, 1973 TO APRIL 15, 1974, THIS REPORT SUMMARIZES A PROJECT IN NEBRASKA TO PROVIDE FOLLOWUP SERVICES FOR JUVENILE PAROLEES WHO WERE RETURNED TO THEIR HOMES FROM THE YOUTH DEVELOPMENT CENTER (YDC) VOCATIONAL TRAINING PROGRAM. EMPHASIS WAS PLACED ON ASSISTING THE PAROLEE IN FURTHER TRAINING, FINDING EMPLOYMENT, DEVELOPING CONSISTENT WORK HABITS, AND MAKING PERSONAL ADJUSTMENTS. REGULAR CONTACT WITH THE YOUTH, HIS EMPLOYER, AND GROUP MEETINGS OF PAROLEES WITH COMMON PROBLEMS WERE USED TO ENSURE THAT A STUDENT WOULD NOT RETURN TO THE YDC ONCE HE HAD BEEN RELEASED. THE FIELD SERVICE COORDINATOR IN THE FIRST PROJECT YEAR HAD SERVED 47 YOUTHS WITH SEVERAL INSTANCES OF RATHER STARTLING SUCCESS AND A SHARP REDUCTION OF RECIDIVISM FOR THOSE STUDENTS WHO HAD BEEN PROVIDED APPROPRIATE AFTERCARE SERVICES IN ADDITION TO THAT PROVIDED SOLELY THROUGH PAROLE SUPERVISION. (AUTHOR/MU)

VT 101 167

CURTIS, SAMUEL M.  
EDUCATION IN AGRICULTURE FOR THE EDUCATIONALLY DISADVANTAGED. SECOND ANNUAL REPORT.

PENNSYLVANIA STATE UNIV.,  
UNIVERSITY PARK. COLL. OF  
AGRICULTURE.  
PENNSYLVANIA RESEARCH COORDINATING  
UNIT FOR VOCATIONAL EDUCATION,  
HARRISBURG.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUL73 11P.

DESCRIPTORS - \*EDUCATIONALLY  
DISADVANTAGED; \*VOCATIONAL  
EDUCATION; \*VOCATIONAL INTERESTS

**BEST COPY AVAILABLE**

ABSTRACT - ACCOMPLISHMENTS OF AN AGRICULTURAL EDUCATION PROJECT FOR THE 1972-1973 ACADEMIC YEAR INVOLVING 24 SCHOOLS IN PENNSYLVANIA ARE SUMMARIZED. RESULTS ARE PRESENTED IN THREE CATEGORIES, GUIDANCE, CURRICULUM MATERIALS, AND RESEARCH. AN INTEREST INVENTORY OF DISADVANTAGED EIGHTH GRADE STUDENTS IN THE PARTICIPATING SCHOOLS IS REPORTED AND THE USE OF PARTICULAR VISUAL AIDS IN THE SCHOOLS IS NOTED. EXPERIMENTAL INSTRUCTIONAL MATERIALS WERE SUCCESSFULLY USED WITHIN THE YEAR. (MU)

VT 101 168

BRANTNER, S.T.; ENDERLEIN, THOMAS  
THE DEVELOPMENT OF INVENTORY-  
OPINIONNAIRE INSTRUMENTS. FINAL  
REPORT.

PENNSYLVANIA STATE UNIV.,  
UNIVERSITY PARK.  
PENNSYLVANIA STATE DEPT. OF  
EDUCATION, HARRISBURG. BUREAU OF  
VOCATIONAL, TECHNICAL, AND  
CONTINUING EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 30JUN73 20P.

DESCRIPTORS - \*STATE SCHOOL  
DISTRICT RELATIONSHIP; \*AREA  
VOCATIONAL SCHOOLS; \*SCHOOL  
ORGANIZATION; \*DATA COLLECTION;  
\*MEASUREMENT INSTRUMENTS  
IDENTIFIERS - \*PENNSYLVANIA

ABSTRACT - WHEN THE INTERMEDIATE SCHOOL UNIT WAS ESTABLISHED IN PENNSYLVANIA, ELIMINATING THE COUNTY SCHOOL UNIT IN A REORGANIZATION OF THE SCHOOL SYSTEM BY A 1970 PENNSYLVANIA ACT, THE PREVIOUS CLOSE RELATIONSHIP BETWEEN THE AREA VOCATIONAL SCHOOL AND THE COUNTY UNIT THROUGH THEIR JOINT BOARDS WAS LOST. AN EXAMINATION OF THE RELATIONSHIP BETWEEN THE AREA VOCATIONAL TECHNICAL SCHOOL AND THE NEW INTERMEDIATE UNIT WAS SOUGHT AND THIS DOCUMENT REPORTS THE RESEARCH TO GENERATE A DATA GATHERING INSTRUMENT TO ASSIST IN THE WORK. A SAMPLING OF VOCATIONAL DIRECTORS OF COMPREHENSIVE HIGH SCHOOLS AND INTERMEDIATE UNITS WAS USED TO HELP CONSTRUCT THE INVENTORY-OPINIONNAIRE. A COPY OF THE RESULTING INSTRUMENT IS APPENDED. (MU)

VT 101 169

PROJECT CAREER (COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE). PROPOSAL PACKAGE FOR FISCAL YEAR 1975.

PROJECT CAREER, RANDOLPH, MASS.  
BUREAU OF OCCUPATIONAL AND ADULT  
EDUCATION (OHFW/OE), WASHINGTON,

D.C.; MASSACHUSETTS STATE DEPT. OF  
EDUCATION, BOSTON. DIV. OF  
OCCUPATIONAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 06JUN74 45P.

DESCRIPTORS - \*PROGRAM PROPOSALS;  
\*INFORMATION DISSEMINATION;  
\*OCCUPATIONAL INFORMATION; DATA  
BASES; VOCATIONAL EDUCATION;  
EDUCATIONAL RESEARCH; CURRICULUM  
DEVELOPMENT  
IDENTIFIERS - MASSACHUSETTS

ABSTRACT - FISCAL YEAR 1975  
PROGRAM PROPOSAL FOR CONTINUATION  
AND EXPANSION OF PROJECT CAREER  
(COMPUTER ASSISTED RESEARCH FOR  
EDUCATIONAL RELEVANCE) IS  
PRESENTED, THE PACKAGE BEING  
SUBMITTED FEBRUARY 25, 1974 AND  
THE REVISED PLAN JUNE 6, 1974.  
PROJECT CAREER ATTEMPTS TO GATHER,  
ORGANIZE, AND TRANSLATE WORLD-OF-  
WORK INFORMATION INTO  
INSTRUCTIONAL MATERIALS WITH CORE  
SKILLS AND INCREASED EMPLOYMENT  
OPTIONS FOR STUDENTS IN  
MASSACHUSETTS SCHOOLS. THE  
PACKAGES INCLUDE PROGRAM, BUDGETS,  
OBJECTIVES, AND ACTIVITIES  
PROPOSED. (MF)

VT 101 170

PROJECT CEDIS (CAREER EDUCATION  
DISSEMINATION SERVICES). PROPOSAL  
APPLICATION FOR FISCAL YEAR 1975.

CAREER EDUCATION DISSEMINATION  
SERVICES, LOWELL, MASS.; GREATER  
LAWRENCE REGIONAL VOCATIONAL-  
TECHNICAL SCHOOL, ANDOVER, MASS.  
BUREAU OF OCCUPATIONAL AND ADULT  
EDUCATION (OHFW/OE), WASHINGTON,  
D.C.; MASSACHUSETTS STATE DEPT. OF  
EDUCATION, BOSTON. DIV. OF  
OCCUPATIONAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 07FEB74 40P.

DESCRIPTORS - \*PROGRAM PROPOSALS;  
\*INFORMATION SERVICES;  
\*INFORMATION DISSEMINATION;  
CLEARINGHOUSES; EDUCATIONAL  
COORDINATION; \*CAREER EDUCATION;  
\*VOCATIONAL SCHOOLS  
IDENTIFIERS - MASSACHUSETTS

ABSTRACT - THE PROPOSAL FOR FISCAL  
YEAR 1975 FOR PROJECT CEDIS  
(CAREER EDUCATION DISSEMINATION  
SERVICES), A SUPPORT SYSTEM FOR  
VOCATIONAL EDUCATORS IN  
MASSACHUSETTS, IS PRESENTED. THIS  
ONE-YEAR PLAN SHOULD BE CONSIDERED  
AN UPDATING OF THE OBJECTIVES AND  
ACTIVITIES SPECIFIED IN THE CEDIS  
FIVE-YEAR PROJECT PLAN SUBMITTED  
IN NOVEMBER 1972. INCLUDED ARE  
MILESTONE CHARTS, BUDGETS, AND  
DETAILED PROGRAM OBJECTIVES AND  
ACTIVITIES. THE TWO MAJOR PROGRAMS  
ARE THE DEVELOPMENT AND EXPANSION  
OF AN INFORMATION CLEARINGHOUSE  
FOR OCCUPATIONAL/CAREER EDUCATION



AND THE PROFESSIONAL DEVELOPMENT ACTIVITIES ASSOCIATED WITH USE OF THE CLEARINGHOUSE AND INFORMATION RESOURCES IN GENERAL. (MF)

VT 101 171

JERSON, PETER  
ASSESSMENT OF TRAINING NEEDS OF ADULTS IN MOHAVE COUNTY. FINAL REPORT.

MOHAVE COMMUNITY COLL., KINGMAN, ARIZ.  
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 10JUN74 43P.

DESCRIPTORS - \*ADULT BASIC EDUCATION; UNEMPLOYED; UNDEREMPLOYED; \*DISADVANTAGED GROUPS; IDENTIFICATION; \*EDUCATIONAL NEEDS; EDUCATIONAL DEMAND; \*RESEARCH PROJECTS  
IDENTIFIERS - MOHAVE COUNTY; ARIZONA

ABSTRACT - THE PROJECT WAS CONDUCTED TO FIND OUT IF THERE WAS A NEED FOR AN ADULT EDUCATION PROGRAM TO PROVIDE INSTRUCTION IN JOB-RELATED COMPETENCIES IN THE BASIC SKILLS OF READING, WRITING, MATH, SPELLING, AND COMMUNICATIONS FOR THE UNEMPLOYED AND UNDEREMPLOYED OF MOHAVE COUNTY, ARIZONA. THE REPORT PRESENTS THE PROCEDURES USED TO IDENTIFY THE PERSONS ELIGIBLE AND WILLING TO TAKE AN ADULT BASIC EDUCATION COURSE RELATED TO JOB SKILLS. RESULTS OF THE STUDY SHOW THE DIFFICULTY OF LOCATING AND INTERVIEWING PERSONS WHO MAY BE UNEDUCATED, UNDEREMPLOYED, OR UNEMPLOYED. OF 1,100 PERSONS WHO MAY HAVE LESS THAN AN EIGHTH GRADE EDUCATION 164 WERE IDENTIFIED, 76 OF THEM FROM WELFARE, EMPLOYMENT, OR OTHER AGENCIES. OF THIS NUMBER 32 INDICATED THAT THEY WOULD TAKE THE COURSE, WHICH WOULD JUSTIFY THE HIRING OF A PART-TIME INSTRUCTOR. NOT ENOUGH PERSONS WERE LOCATED TO SUBSTANTIATE THE NEED FOR A CONTINUING PROGRAM IN ADULT BASIC EDUCATION. THE NEED FOR SUCH EDUCATION IN MOHAVE COUNTY IS DESCRIBED AND RECOMMENDATIONS FOR FUTURE STUDIES ARE MADE. (MF)

VT 101 172

FOLLOW-UP OF THE PLANS OF INDIANA HIGH SCHOOL SENIORS IN THE CLASS OF 1972. A VALIDATION STUDY OF "82,000 HIGH SCHOOL SENIORS - THEIR EDUCATIONAL AND VOCATIONAL PLANS".

INDIANA VOCATIONAL TECHNICAL COLL., INDIANAPOLIS. DEPT. OF RESEARCH.  
INDIANA STATE BOARD FOR VOCATIONAL

EDUCATION, INDIANAPOLIS.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

MF AVAILABLE IN VT-ERIC SET.  
INDIANA VOCATIONAL TECHNICAL COLLEGE, DIV. OF RESEARCH AND DEVELOPMENT, DEPT. OF RESEARCH, 5221 IVY TECH DRIVE, P.O. BOX 1763, INDIANAPOLIS, IN 46206  
PUB DATE - NOV73 64P.

DESCRIPTORS - \*FOLLOWUP STUDIES; \*HIGH SCHOOL GRADUATES; \*GRADUATE SURVEYS; \*COMPARATIVE ANALYSIS; \*VALIDITY; EDUCATIONAL PLANNING; CAREER PLANNING  
IDENTIFIERS - INDIANA

ABSTRACT - A FOLLOWUP STUDY OF A 1972 SURVEY OF THE VOCATIONAL AND EDUCATIONAL PLANS OF INDIANA'S HIGH SCHOOL SENIORS WAS MADE FOR THE PURPOSE OF VALIDATING THE INFORMATION. FOLLOWUP QUESTIONNAIRES RETURNED WERE KEYED TO THE INDIVIDUAL'S PREVIOUS SURVEY RETURN, PROVIDING DIRECT COMPARISON OF THE DEGREE TO WHICH THE PLAN WAS FOLLOWED APPROXIMATELY ONE YEAR AFTER GRADUATION. IT IS POINTED OUT THAT THE FOLLOWUP SURVEY DATA ARE NOT REPRESENTATIVE OF THE OVERALL POPULATION RESPONDING TO THE EARLIER SURVEY BUT ONLY OF THE INDIVIDUALS RESPONDING TO THE FOLLOWUP SURVEY. OF THE 82,000 HIGH SCHOOL SENIORS ORIGINALLY SURVEYED 29,400 HAD INDICATED WILLINGNESS TO PARTICIPATE IN THE FOLLOWUP BUT ONLY 7,428 ACTUALLY DID SO. COMPARISON TEXT AND TABLES PRESENT THE RESPONSE DATA. ANY CONCLUSIONS OR RECOMMENDATIONS SHOULD BE DRAWN FROM THE ENTIRE CIRCUMSTANCES OF THE STUDY. THE PRIMARY WEAKNESS OF THE DATA WAS THE DISTRIBUTION OF THE GRADUATES WHO ACTUALLY PARTICIPATED IN THE FOLLOWUP. FUTURE SURVEYS SHOULD PROVIDE FOR BETTER MATCHING OF THE RETURN POPULATION. (MF)

VT 101 173

WHITNEY, FREDERICK L.; ESCUDERO, LEONARD  
DETERMINATION OF SPANISH SURNAMED IMPRESSIONS OF EDUCATIONAL RELEVANCY.

GLENDAL UNION HIGH SCHOOL DISTRICT, ARIZONA.  
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 18JAN74 35P.

DESCRIPTORS - \*SPANISH SPEAKING; \*MEXICAN AMERICANS; GHETTOS; CULTURAL BACKGROUND; BILINGUAL STUDENTS; \*STUDENT ATTITUDES; \*PARENT ATTITUDES; \*EDUCATIONAL NEEDS; VOCATIONAL EDUCATION;



SCHOOL COMMUNITY RELATIONSHIP  
IDENTIFIERS - GLENDALE; ARIZONA

ABSTRACT - THIS IS AN INFORMAL REPORT ON THE ATTITUDES OF THE SPANISH-SPEAKING COMMUNITY IN THE GLENDALE, ARIZONA, UNION HIGH SCHOOL DISTRICT TOWARD EDUCATION, VOCATIONAL EDUCATION, AND THE SECONDARY SCHOOL. CENSUS TRACT 929 IS AN ECONOMICALLY DEPRESSED, LOW EDUCATION, HIGH WELFARE, NEARLY 100 PERCENT MEXICAN-AMERICAN AREA. THE SCHOOL DROPOUT RATE IS HIGH AND THE POPULATION DOES NOT IDENTIFY WITH JOB SKILL PROGRAMS OFFERED IN THE SCHOOLS. THE REPORT CONSISTS OF RAW DATA COLLECTED FROM A SURVEY OF STUDENTS, PARENTS AND OTHER ADULTS, GRADUATES AND DROPOUTS. CONCLUSIONS AND RECOMMENDATIONS WILL BE PRESENTED IN SUBSEQUENT REPORTS. (MF)

VT 101 174

MANNING, DORIS E.  
A SURVEY TO ASCERTAIN VOCATIONAL HOME ECONOMICS NEEDS IN TUCSON SCHOOL DISTRICT NO. 1. FINAL REPORT.

ARIZONA UNIV., TUCSON. COLL. OF EDUCATION.  
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; ARIZONA STATE DEPT. OF EDUCATION, PHOENIX. DIV. OF VOCATIONAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUN74 181P.

DESCRIPTORS - \*OCCUPATIONAL HOME ECONOMICS; \*HOME ECONOMICS; EDUCATIONAL NEEDS; \*EDUCATIONAL DEMAND; EMPLOYMENT OPPORTUNITIES; SURVEYS; \*STUDENT INTERESTS; PARENT ATTITUDES; COMMUNITY ATTITUDES  
IDENTIFIERS - TUCSON; ARIZONA

ABSTRACT - THE GOAL OF THIS PROJECT WAS TO SECURE INFORMATION ABOUT HOME ECONOMICS RELATED INTERESTS AND PROBLEMS OF STUDENTS AND ABOUT EMPLOYMENT OPPORTUNITIES IN SUCH OCCUPATIONS IN TUCSON, ARIZONA. SCHOOL DISTRICT NO. 1. QUESTIONNAIRES WERE ADMINISTERED TO STUDENTS IN GRADES 6, 8, AND 10 AND TO YOUNG ADULTS, PARENTS, AND COMMUNITY BUSINESSMEN IN EACH OF FOUR GEOGRAPHIC AREAS OF THE SCHOOL DISTRICT. DATA ARE PRESENTED IN NARRATIVE AND TABULAR FORM FOR EACH GROUP AND AREA. AS THERE ARE EMPLOYMENT OPPORTUNITIES IN HOME ECONOMICS RELATED OCCUPATIONS IN ALL GEOGRAPHIC AREAS, IT WAS CONCLUDED THAT IT IS PROBABLY FEASIBLE TO ADD SUCH COURSES TO CONSUMER AND HOMEMAKING PROGRAMS. ALTHOUGH STUDENTS INDICATED LITTLE INTEREST IN HOME ECONOMICS RELATED COURSES, PARENTS GENERALLY INDICATED SUPPORT OF THE

PROGRAM. (MF)

VT 101 175

SCHRADER, MARVIN A.  
TASK ANALYSIS OPTOMETRIC ASSISTANT. FINAL REPORT.

LAKEHORE TECHNICAL INST., CLEVELAND, WIS.  
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JUN74 108P.

DESCRIPTORS - \*TASK ANALYSIS; \*EMPLOYMENT POTENTIAL; STATE SURVEYS; OPTOMETRISTS; TECHNICAL INSTITUTES; \*HEALTH OCCUPATIONS EDUCATION; JOB SKILLS  
IDENTIFIERS - \*OPTOMETRIC ASSISTANTS; WISCONSIN

ABSTRACT - THE OPTOMETRIC ASSISTANT TASK ANALYSIS PROJECT WAS UNDERTAKEN TO PROVIDE DATA RELATING TO THE FREQUENCY AND PROFICIENCY OF TASKS IN AN OPTOMETRIC PRACTICE THAT ARE OR COULD BE ASSIGNED TO AN ASSISTANT, AND TO THE EMPLOYMENT POTENTIAL FOR TRAINED OPTOMETRIC ASSISTANT GRADUATES. TASK SURVEY DATA COLLECTED FROM MEMBERS OF THE WISCONSIN OPTOMETRIC ASSOCIATION AND FROM MEMBERS OF THE OPTOMETRIC ASSISTANTS OF WISCONSIN WERE TABULATED TO DISPLAY THE AVERAGE FREQUENCIES AND PROFICIENCIES NEEDED FOR EACH TASK. THE DATA ALSO INDICATE THE INFORMATION TO BE INCLUDED IN A CURRICULUM SO THAT A GRADUATE MAY BECOME CERTIFIED. THIS INFORMATION WILL BE USED IN DEVELOPMENT OF THE OPTOMETRIC ASSISTANT PROGRAM CURRICULUM AT LAKEHORE TECHNICAL INSTITUTE DURING THE 1974-75 SCHOOL YEAR. IN ADDITION, THE SURVEY SHOWED THAT THERE IS A SUFFICIENT STATEWIDE JOB MARKET FOR GRADUATES OF THE OPTOMETRIC ASSISTANT PROGRAM IN WISCONSIN. (MF)

VT 101 176

ELLISON, WILLIAM  
INTER-DISCIPLINARY APPROACH TO CAREER DEVELOPMENT THROUGH A HIGH SCHOOL PROGRAM OF OCCUPATIONAL EDUCATION. FINAL REPORT.

RUSSELLVILLE CITY BOARD OF EDUCATION, ALA.  
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - OCT73 216P.

DESCRIPTORS - \*INTERDISCIPLINARY APPROACH; \*VOCATIONAL DEVELOPMENT; \*CAREER EDUCATION; SECONDARY SCHOOL COUNSELORS; VOCATIONAL

EDUCATION TEACHERS; \*TEACHER ATTITUDES; \*OCCUPATIONAL GUIDANCE; STUDENT TESTING; DEVELOPMENTAL PROGRAMS; PROGRAM EVALUATION IDENTIFIERS - ALABAMA

ABSTRACT - THE FINAL REPORT OF THIS EXEMPLARY PROJECT AT RUSSELLVILLE, ALABAMA COVERS THE THREE-YEAR PERIOD FROM JULY 1, 1970 THROUGH JUNE 30, 1973. THE PURPOSE OF THE PROJECT WAS TO DEMONSTRATE THE PRINCIPLES AND PRACTICES RELATED TO THE USE OF THE INTERDISCIPLINARY APPROACH FOR TEACHING OCCUPATIONAL EDUCATION BY VOCATIONAL TEACHERS AND SCHOOL GUIDANCE COUNSELORS. PROGRAM OBJECTIVES WERE: (1) TO PROVIDE STUDENT COUNSELING SERVICES IN RELATION TO OCCUPATIONAL INTERESTS AND ABILITIES, (2) TO PROVIDE OCCUPATIONAL INFORMATION PROGRAMS FOR STUDENTS, AND (3) TO PROVIDE AN INTERDISCIPLINARY INSTRUCTIONAL PROGRAM TO ASSIST STUDENTS IN DEVELOPING IN THE OCCUPATIONAL AREAS IN WHICH VOCATIONAL INSTRUCTION IS OFFERED BY THE SCHOOLS. ALL PHASES OF THE PROGRAM EXCEPT THE INTERDISCIPLINARY COMPONENT WERE WELL ACCEPTED BY THE STUDENTS AND FACULTY. EVALUATION INDICATED THAT IN GENERAL THE PROJECT DEMONSTRATED REASONABLE SUCCESS IN ACHIEVING OBJECTIVES 1 AND 2. OBJECTIVE 3 WAS CARRIED OUT BUT MET WITH VERY LIMITED SUCCESS. IT WAS FELT THAT IF THE INTERDISCIPLINARY COMPONENTS ARE TO BE SUCCESSFUL AN INSERVICE EDUCATION PROGRAM IS ESSENTIAL BEFORE IMPLEMENTATION IS UNDER WAY. (MF)

VT 101 177

GREGG, ROBERT  
VOCATIONAL AND COMPENSATORY EDUCATION CURRICULUM FOR THE REHABILITATION OF SOCIALLY AND ECONOMICALLY DEPRIVED YOUTH. FINAL REPORT.

JEFFERSON COUNTY BOARD OF EDUCATION, BIRMINGHAM, ALA. BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NOV73 187P.

DESCRIPTORS - \*COMPENSATORY EDUCATION PROGRAMS; \*VOCATIONAL EDUCATION; \*COOPERATIVE EDUCATION; INSTRUCTOR COORDINATORS; \*DROPOUT PREVENTION; STUDENT TESTING; SLOW LEARNERS; SOCIOECONOMIC INFLUENCES; \*STUDENT REHABILITATION; DEVELOPMENTAL PROGRAMS  
IDENTIFIERS - ALABAMA

ABSTRACT - THE PROJECT REPORTED FOR THE PERIOD FROM JULY 1, 1970 THROUGH JUNE 30, 1973 INCLUDED 255

STUDENTS IN FOUR HIGH SCHOOLS IN JEFFERSON COUNTY, ALABAMA. THE PURPOSE OF THIS EXEMPLARY PROJECT WAS TO PROVIDE VOCATIONAL AND COMPENSATORY EDUCATION TO HIGH SCHOOL STUDENTS WHO ARE HANDICAPPED BY THE EFFECTS OF SOCIAL AND ECONOMIC DEPRIVATION. THE PROGRAM INVOLVED IDENTIFYING THESE YOUTHS BEFORE THEIR PROPENSITY TO DROPOUT BECAME IRREVERSIBLE AND RETRAINING THEM IN OCCUPATIONALLY RELATED INSTRUCTIONAL PROGRAMS UNTIL THEY DEVELOP SALABLE EMPLOYMENT SKILLS. THE VOCATIONAL AND COMPENSATORY EDUCATION CURRICULUM WAS DIVIDED INTO THREE NON-GRADE STAGES: DIAGNOSTIC, OCCUPATIONAL PREPARATORY, AND VOCATIONAL EDUCATION. SOME POSITIVE OUTCOMES WERE IMPROVEMENT IN PERSONAL HYGIENE PRACTICES, GREATLY REDUCED ABSENTEEISM, AND FEWER DISCIPLINE PROBLEMS. HOWEVER, THE STUDENTS' ATTITUDES OR FEARS WERE SO STRONG THAT MUCH OF THE OBJECTIVE TESTING WAS NOT CONSIDERED VALID. APPENDED ARE THE TESTS USED, DATA MATRIX, CASE STUDIES, AND COMMENTS FROM THE ADMINISTRATION, FACULTY, AND STUDENTS CONCERNING THE PROGRAM. (MF)

VT 101 178

DRAKE, JAMES BOB; CALLAHAN, RALPH E., JR.  
UTILIZATION OF VOLUNTEERS AND PARAPROFESSIONALS IN LEARNING CENTER AND HOME CENTERED PERSONALIZED INSTRUCTION. FINAL REPORT.

AUBURN UNIV., ALA. DEPT. OF VOCATIONAL AND ADULT EDUCATION. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OEG-4-72-7103  
PUB DATE - JUL73 175P.

DESCRIPTORS - \*ADULT BASIC EDUCATION; DISADVANTAGED GROUPS; INDIVIDUALIZED INSTRUCTION; PUBLIC SCHOOLS; \*MOBILE EDUCATIONAL SERVICES; HOME INSTRUCTION; PARTICIPANT CHARACTERISTICS; \*VOLUNTEER TRAINING; \*PARAPROFESSIONAL SCHOOL PERSONNEL; PROGRAM EVALUATION IDENTIFIERS - HUNTSVILLE; ALABAMA

ABSTRACT - THE HUNTSVILLE, ALABAMA, SPECIAL PROJECT REPORT FOR THE PERIOD FROM APRIL 1, 1972 THROUGH JUNE 30, 1973 WAS SET UP TO CARRY THE RIGHT-TO-LEARN CONCEPT TO THE HARDCORE DISADVANTAGED ADULTS IN THE MODEL NEIGHBORHOOD AREA. THE PROJECT WAS DIRECTED PRIMARILY TOWARD THOSE ADULTS WHO COULD NOT OR WOULD NOT ATTEND THE ADULT LEARNING CENTER, AND WAS INTERPHASED WITH THE TOTAL ADULT EDUCATION PROGRAM OPERATED BY THE

HUNTSVILLE CITY BOARD OF EDUCATION. IN ADDITION TO EXPANSION OF THE LEARNING CENTER, A 22-FOOT VAN WAS EQUIPPED FOR HOME-CENTERED INSTRUCTION AND CLASSES WERE ALSO HELD IN THE MADISON COUNTY JAIL. VOLUNTEERS AND PARAPROFESSIONALS WERE TRAINED TO WORK WITH ADULT LEARNERS, AND OUTSIDE CONSULTANTS WERE USED DURING THE INSERVICE TRAINING WORKSHOPS. A TOTAL OF 3,917 ADULT LEARNERS WERE SERVED DURING THE PAST YEAR. THE NUMBER IN THE ADULT LEARNING CENTER INCREASED FROM 842 THE PREVIOUS YEAR TO 2,269 LAST YEAR, AND 609 HARD-CORE DISADVANTAGED ADULTS WERE SERVED ON THE MOBILE LEARNING VAN. IT IS PLANNED TO CONTINUE ALL SERVICES, WITH EXPERIENCE GAINED DURING THE PAST YEAR ENABLING THE PROFESSIONAL STAFF TO IMPROVE TECHNIQUES FOR TRAINING PARAPROFESSIONALS AND VOLUNTEERS. A RELATED DOCUMENT IS AVAILABLE AS VT 101 179. (MF)

## VT 101 179

DRAKE, JAMES BOB; MORGAN, ALICE S

A CAREER DECISION MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT.

AUBURN UNIV., ALA. DEPT. OF VOCATIONAL AND ADULT EDUCATION. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
DEG-4-73-7105  
PUB DATE - JUL 74 106P.

DESCRIPTORS - \*ADULT BASIC EDUCATION; MODELS; DISADVANTAGED GROUPS; \*INDIVIDUALIZED INSTRUCTION; PUBLIC SCHOOLS; \*MOBILE EDUCATIONAL SERVICES; HOME INSTRUCTION; PARTICIPANT CHARACTERISTICS; \*OCCUPATIONAL GUIDANCE; \*ADULT COUNSELING; PROGRAM EVALUATION  
IDENTIFIERS - HUNTSVILLE; ALABAMA

ABSTRACT - THE PURPOSE OF THIS HUNTSVILLE, ALABAMA, SPECIAL PROJECT WAS TO DEVELOP A CAREER DECISION-MAKING MODEL THAT AN ADULT BASIC EDUCATION TEACHER COULD USE TO HELP THE DISADVANTAGED ADULT TO UPGRADE HIMSELF EDUCATIONALLY AND TO DETERMINE HOW TO REACH HIS CAREER GOAL. THE PROJECT, FUNDED FOR THE YEAR JULY 1, 1973 THROUGH JUNE 30, 1974, WAS AN INTEGRAL PART OF THE TOTAL ADULT EDUCATION PROGRAM OPERATED BY THE HUNTSVILLE CITY BOARD OF EDUCATION AND WAS DEVELOPED FOR PRIMARY IMPACT IN THE HUNTSVILLE MODEL NEIGHBORHOOD AREA. THE ADULT LEARNING CENTER PROVIDED PERSONALIZED INSTRUCTION

AND THE MOBILE INSTRUCTIONAL VAN ACCOMMODATED THE HOME-BASED LEARNERS. DURING THE YEAR A TOTAL OF 4,690 ADULTS WERE SERVED, AN INCREASE OF 7/3 OVER THE PREVIOUS YEAR, AND CONTINUATION AND IMPROVEMENT OF THE PROGRAM IS PLANNED. RECOMMENDATIONS STRESSED THE NEED FOR MORE COUNSELING MATERIALS AND OCCUPATIONAL INFORMATION ORIENTED TO ADULTS. A RELATED DOCUMENT IS AVAILABLE AS VT 101 178. (MF)

## VT 101 180

DICKSON, ELIZABETH  
A SHELTERED WORK EXPERIENCE CENTERED VOCATIONAL CURRICULUM FOR LOW ACHIEVING STUDENTS. FINAL REPORT.

SYLACAUGA CITY BOARD OF EDUCATION, ALA.  
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.; ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. DIV. OF VOCATIONAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - OCT 73 251P.

DESCRIPTORS - DEVELOPMENTAL PROGRAMS; \*WORK EXPERIENCE PROGRAMS; \*DISADVANTAGED YOUTH; PART TIME JOBS; \*DROPOUT PREVENTION; LOW ACHIEVERS; \*SERVICE OCCUPATIONS; SHELTERED WORKSHOPS; \*VOCATIONAL COUNSELING; COMPENSATORY EDUCATION PROGRAMS; STUDENT TESTING; INSTRUCTOR COORDINATORS; PROGRAM EVALUATION  
IDENTIFIERS - ALABAMA

ABSTRACT - THE PURPOSE OF THE SYLACAUGA, ALABAMA, EXEMPLARY PROGRAM, REPORTED FOR THE PERIOD FROM JULY 1, 1970 TO JUNE 30, 1973, WAS TO DEMONSTRATE PRACTICES FOUND EFFECTIVE FOR WORKING WITH SOCIOECONOMICALLY DISADVANTAGED AND OTHER DROPOUT-PRONE STUDENTS. PROGRAM OBJECTIVES WERE TO PROVIDE: (1) STUDENT COUNSELING SERVICES TO HELP APPRAISE INTERESTS, ABILITIES, AND SKILLS IN RELATION TO OCCUPATIONAL PREFERENCES, AND (2) A SHELTERED WORK EXPERIENCE VOCATIONAL CURRICULUM WITH VOCATIONAL COUNSELING SERVICES TO ASSIST STUDENTS IN DEVELOPING ENTRY LEVEL SKILLS FOR COMMENSURATE OCCUPATIONS. INSERVICE TRAINING WAS CONDUCTED TO PREPARE THE TEACHER-COORDINATORS AND WORK STATION SUPERVISORS FOR DEALING WITH THE SPECIAL NEEDS STUDENTS. PROGRAMS OF STUDY WERE DEVELOPED IN FIVE AREAS: GROUNDS KEEPING AND LANDSCAPING, JANITORIAL AND CUSTODIAL, DOMESTIC, FOOD SERVICE, AND MAINTENANCE SERVICE FOR BUILDING AND EQUIPMENT. THE PROGRAMS CENTERED AROUND WORK EXPERIENCES AT WORK STATIONS

PROVIDED BY THE SCHOOL SYSTEM. COMBINED WITH THE VOCATIONAL INSTRUCTION WAS A COMPENSATORY PROGRAM IN BASIC COMMUNICATION SKILLS, READING, AND MATHEMATICS AS NEEDED FOR THE JOBS. MORE THAN HALF OF THE STUDENTS ALSO HELD PART-TIME JOBS, SOME OF THEM IN THEIR AREAS OF STUDY, AND EARNINGS FROM THE JOBS CONTRIBUTED TO STUDENTS' IMPROVED ATTITUDES. (MF)

VT 101 181

EADDY, VANIK S.  
AGRICULTURAL TEACHER EDUCATION  
RECRUITING PRACTICES IN THE  
SOUTHERN REGION.

AUBURN UNIV., ALA. DEPT. OF  
VOCATIONAL AND ADULT EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.

VAG-1-74

PUB DATE - MAR74 41P.

DESCRIPTORS - \*RECRUITMENT;  
\*METHODS RESEARCH; STUDENTS;  
TEACHER EDUCATION; \*AGRICULTURAL  
EDUCATION; SOUTHERN STATES;  
SURVEYS; \*VOCATIONAL AGRICULTURE  
TEACHERS; STATE SUPERVISORS;  
TEACHER SUPPLY AND DEMAND;  
ORGANIZATIONAL EFFECTIVENESS

ABSTRACT - THE DEMAND FOR GRADUATES IN AGRICULTURAL EDUCATION IS IN EXCESS OF THE SUPPLY AVAILABLE. THIS RESEARCH WAS CONDUCTED TO DETERMINE THE MEANS EMPLOYED TO ATTRACT PROSPECTIVE STUDENTS INTO CAREERS IN AGRICULTURAL TEACHING AND RELATED PROFESSIONS IN THE 13 STATES AND PUERTO RICO COMPRISING THE SOUTHERN AGRICULTURAL REGION. DATA IN THE REPORT ARE BASED ON A 59 PERCENT RETURN OF QUESTIONNAIRES FROM HEAD TEACHER EDUCATORS AND STATE SUPERVISORS OF AGRICULTURAL EDUCATION IN THE SOUTHERN REGION. INFORMATION REQUESTED INCLUDED THE PERSONNEL INVOLVED IN RECRUITING ACTIVITIES, THE RECRUITING ACTIVITIES USED, AND THE INFORMATION GIVEN TO PROSPECTIVE STUDENTS. IT WAS FOUND THAT PERSONAL CONTACT WITH INDIVIDUAL PROSPECTIVE STUDENTS, USING A TEAM APPROACH OF COOPERATING TEACHER EDUCATORS AND SUPERVISORS, WAS THE MOST EFFECTIVE AND EFFICIENT METHOD EMPLOYED. HIGH SCHOOL STUDENTS ARE THE PRIMARY TARGETS OF RECRUITMENT EFFORTS, ALTHOUGH THERE APPEARS TO BE A TREND TOWARD REACHING THE JUNIOR HIGH STUDENTS AND THOSE IN POSTSECONDARY TECHNICAL PROGRAMS. TWELVE RECOMMENDATIONS ARE OFFERED FOR IMPROVEMENT OF RECRUITING PRACTICES IN THE SOUTHERN AGRICULTURAL REGION. (MF)

VT 101 182

DRAKE, JAMES BOB; DAVIS, PAUL D.  
EMPLOYMENT TRENDS AND VOCATIONAL

PLANNING INFORMATION FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA.

AUBURN UNIV., ALA. DEPT. OF  
VOCATIONAL AND ADULT EDUCATION.  
ALABAMA STATE DEPT. OF EDUCATION,  
MONTGOMERY. DIV. OF VOCATIONAL  
EDUCATION.

MF AVAILABLE IN VT-ERIC SET.

RES-OFV-REP-17

PUB DATE - 73 71P.

DESCRIPTORS - STATE SURVEYS;  
\*EMPLOYMENT OPPORTUNITIES;  
\*EMPLOYMENT TRENDS; SERVICE  
OCCUPATIONS; \*TELEVISION  
REPAIRMEN; RADIO; \*MANPOWER NEEDS;  
\*EDUCATIONAL NEEDS; VOCATIONAL  
SCHOOLS; TECHNICAL INSTITUTES  
IDENTIFIERS - ALABAMA

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO PROVIDE INFORMATION ABOUT EMPLOYMENT OPPORTUNITIES AND TRENDS AND OTHER INFORMATION FOR PLANNING VOCATIONAL EDUCATION PROGRAMS FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA. SURVEY INSTRUMENTS WERE MAILED TO 788 RADIO AND TELEVISION FIRMS IDENTIFIED FROM TELEPHONE DIRECTORIES IN CITIES OF 2,500 POPULATION OR LARGER, WITH A RESPONSE OF 289. FINDINGS FROM THE RESPONSES DETAILED IN THE REPORT INDICATE THAT THERE ARE EXISTING VACANCIES FOR RADIO AND TELEVISION REPAIR TECHNICIANS IN ALABAMA, EVEN THOUGH FIVE-YEAR EMPLOYMENT LEVELS HAVE INCREASED ANNUALLY MORE THAN 46 PERCENT AND THE EMPLOYER-ANTICIPATED ANNUAL AVERAGE DEMAND IS SEVERAL TIMES THAT. TECHNICIANS PRESENTLY EMPLOYED WERE REPORTED AS RECEIVING MOST OF THEIR TRAINING ON THE JOB (22.8 PERCENT), FROM POSTSECONDARY VOCATIONAL INSTITUTES (22.1 PERCENT), ARMED SERVICES SCHOOLS (13.2 PERCENT), HIGH SCHOOL VOCATIONAL COURSES (10.7 PERCENT), MANUFACTURERS' TRAINING SCHOOLS (8.5 PERCENT), CORRESPONDENCE COURSES (8.2 PERCENT), AND OTHERS. SUGGESTIONS FOR IMPROVEMENTS IN SCHOOL TRAINING PROGRAMS WERE MADE BY THE RADIO AND TELEVISION FIRMS, MOSTLY ABOUT THE NEED FOR PRACTICE RATHER THAN THEORY. (MF)

VT 101 183

A SURVEY TO FOLLOW-UP ON GRADUATES OF SUNNYSIDE HIGH SCHOOL TO DETERMINE VOCATIONAL PLACEMENT. FINAL REPORT.

SUNNYSIDE SCHOOL DISTRICT, TUCSON, ARIZ.

BUREAU OF OCCUPATIONAL AND ADULT  
EDUCATION (DHEW/OE), WASHINGTON,  
D.C.

MF AVAILABLE IN VT-ERIC SET.

PUB DATE - 10JUN74 17P.



DESCRIPTORS - \*VOCATIONAL FOLLOWUP; \*VOCATIONAL EDUCATION; \*GRADUATE SURVEYS; \*HIGH SCHOOL GRADUATES; \*RELEVANCE (EDUCATION) IDENTIFIERS - \*SUNNYSIDE HIGH SCHOOL; TUCSON

ABSTRACT - TO DETERMINE THE RELEVANCE OF THE HIGH SCHOOL CURRICULUM TO JOB PLACEMENT OF ITS GRADUATES AND TO COMPARE VOCATIONAL GRADUATES WITH OTHER GRADUATES IN RELATION TO THEIR SUCCESS IN SECURING EMPLOYMENT RELATED TO TRAINING, A FOLLOWUP SYSTEM WAS DEvised TO ELICIT INFORMATION FROM GRADUATES OF THE 1972 AND 1973 GRADUATING CLASSES OF SUNNYSIDE HIGH SCHOOL IN TUCSON. OF THE 688 INSTRUMENTS MAILED TO GRADUATES, 271 WERE RETURNED TO PROVIDE FINDINGS CONCERNING EMPLOYMENT, SKILLS USED ON THE JOB, HIGH SCHOOL CLASSES AND CLASS SCHEDULES, AND JOB TRAINING AFTER HIGH SCHOOL. RECOMMENDATIONS DEAL WITH PERIODIC EVALUATION OF PROGRAMS, IMPROVEMENT OF THE PLACEMENT PROGRAM, EXPANSION OF CAREER EDUCATION INTO ALL SCHOOLS, AND THE USE OF ADVISORY COMMITTEES. (MU)

VT 101 184

COLLARO, GERALD L.  
PINAL CAREER EMPLOYABILITY PROGRAM. FINAL REPORT.

CENTRAL ARIZONA COLL., COOLIDGE.  
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 30JUN74 47P.

DESCRIPTORS - \*EMPLOYMENT QUALIFICATIONS; \*JOB SKILLS; \*WORK ATTITUDES; \*SCHOOL SURVEYS; \*COMMUNITY SURVEYS; CURRICULUM PLANNING; CURRICULUM RESEARCH IDENTIFIERS - \*PINAL COUNTY HIGH SCHOOLS; ARIZONA

ABSTRACT - TO PREPARE STUDENTS FOR EMPLOYMENT, AN OPINION SURVEY OF EMPLOYERS AND AN ABILITY SURVEY OF STUDENTS WERE MADE IN AN EFFORT TO DETERMINE WHAT SKILLS AND ATTITUDES SHOULD BE TAUGHT IN THE PINAL COUNTY HIGH SCHOOLS IN ARIZONA. OVER 500 QUESTIONNAIRES TO EMPLOYERS PRODUCED FINDINGS SHOWING THAT MORE EMPLOYERS BELIEVED A NEED FOR GOOD WORK ATTITUDES MORE IMPORTANT THAN TECHNICAL SKILLS, AND THAT THE NEED FOR EMPLOYABLE WORKERS WAS NOT BEING MET BY THE SCHOOLS. THE STUDENT SURVEY SHOWED LESS INTEREST IN ATTITUDES AND A DESIRE TO SEE MORE SKILL COURSES ADDED TO THE CURRICULUM. RECOMMENDATIONS CONCERN CURRICULUM CHANGES AND THE

UTILIZATION OF THE FACILITIES OF THE COMMUNITY COLLEGES TO DEVELOP NEEDED COURSES RELATING TO JOB SKILLS AND WORK ATTITUDES. (MU)

VT 101 185

DEGRACIE, JAMES S., AND OTHERS  
THE PICTURE OF A DROPOUT.

MESA PUBLIC SCHOOLS, ARIZ. DEPT. OF RESEARCH AND EVALUATION.  
ARIZONA STATE DEPT. OF EDUCATION, PHOENIX.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - NO 53P.

DESCRIPTORS - \*DROPOUT RESEARCH; \*DROPOUT CHARACTERISTICS; \*POTENTIAL DROPCUTS; \*PROFILE EVALUATION; DROPOUT PREVENTION; \*DROPOUT IDENTIFICATION IDENTIFIERS - \*MESA HIGH SCHOOLS

ABSTRACT - TO DETERMINE WHETHER NEEDED COMPONENTS OF THE CAREER EDUCATION PROGRAM WERE DIRECTED TOWARD THE POTENTIAL MESA SCHOOL DROPOUTS, A STUDY WAS MADE OF THEIR CHARACTERISTICS. SAMPLES USED WERE AN EXHAUSTIVE SAMPLE OF THE 431 DROPOUTS OF THE 1972-1973 SCHOOL YEAR AND A RANDOM SAMPLE OF THE 1973-1974 POTENTIAL DROPOUTS (THOSE STUDENTS OVER AGE 16 OR BEYOND GRADE 8). SELECTED DEMOGRAPHIC DATA WERE COLLECTED AND STUDENT ABSENCE RATES MONITORED. THE MESA SCHOOL DROPOUT COMES FROM A DIVERSE BACKGROUND AND PREDICTION IS QUESTIONABLE. RECOMMENDATIONS INCLUDE A CONTINUATION OF THE DATA COLLECTION FOR PERMANENT PROFILES OF THE STUDENT BODY, A CLASSIFICATION OF STUDENTS BY COURSE OF STUDY IN ONE OF THREE CATEGORIES: COLLEGE PREPARATORY, GENERAL EDUCATION, OR VOCATIONAL EDUCATION, A FOLLOWUP OF NO-SHOWS TO DOCUMENT SUMMER DROPOUTS, AND TEACHER/STUDENT CONTRACT PROGRAMS. RECOMMENDATIONS FOR COUNSELOR ACTIVITIES CONCERN RECORD-KEEPING AND MORE TIME SCHEDULED WITH STUDENTS. (MU)

VT 101 186

IMPLEMENTING A YEAR-ROUND OPEN-ENDED EDUCATIONAL PROGRAM. PHASE I. FINAL REPORT.

FOX VALLEY TECHNICAL INST., APPLETON, WIS.  
OFFICE OF EDUCATION (CHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 30JUN74 81P.

DESCRIPTORS - \*YEAR ROUND SCHOOLS; \*AREA VOCATIONAL SCHOOLS; \*TECHNICAL EDUCATION; \*CHANGE STRATEGIES; \*EDUCATIONAL ALTERNATIVES; VOCATIONAL



EDUCATION; EDUCATIONAL CHANGE  
IDENTIFIERS - \*FOX HILL VOCATIONAL  
TECHNICAL INSTITUTE; WISCONSIN

ABSTRACT - TO DETERMINE THE  
FEASIBILITY OF A YEAR-ROUND OPEN-  
ENDED EDUCATIONAL PROGRAM AT FOX  
HILL VOCATIONAL TECHNICAL  
INSTITUTE IN WISCONSIN,  
QUESTIONNAIRES WERE SENT TO THE  
SCHOOL ADVISORY COMMITTEE,  
EMPLOYERS, STUDENTS (ENROLLED AND  
PROSPECTIVE), AND THE SCHOOL  
STAFF. ON THE BASIS OF THE  
RESULTS, PROPOSALS FOR A YEAR-  
ROUND PROGRAM WERE PREPARED BY  
VARIOUS DEPARTMENT, REVIEWED BY A  
BOARD-FACULTY STUDY COMMITTEE,  
REVISED BY DEPARTMENTAL  
SUBCOMMITTEES WHERE APPROPRIATE,  
AND THE RESULTING FIVE PROPOSALS  
SUBMITTED TO THE BOARD. PROPOSED  
MODELS ARE DETAILED IN THE  
DOCUMENT AND A CALENDAR OF EVENTS  
OF CHANGE PROCESSES, AUDIOVISUAL  
PRESENTATIONS, A MANAGEMENT  
SYSTEM, AND COMMITTEE  
RECOMMENDATIONS AND REVISIONS ARE  
INCLUDED. APPENDED ARE THE  
PRELIMINARY PROPOSAL AND  
DEFINITION OF TERMS, THE SURVEY  
INSTRUMENTS, GUIDELINES, AND  
COMMITTEES. (MU)

VT 101 187  
KELLY, WILLIAM, AND OTHERS  
EAST PROVIDENCE CAREER EDUCATION.  
PROJECT EVALUATION. 1973-74.

RHODE ISLAND UNIV., KINGSTON.  
CURRICULUM RESEARCH AND  
DEVELOPMENT CENTER.  
BUREAU OF OCCUPATIONAL AND ADULT  
EDUCATION (DHEW/OE), WASHINGTON,  
D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 74 26P.

DESCRIPTORS - \*CAREER EDUCATION;  
\*PROGRAM EVALUATION; ELEMENTARY  
EDUCATION; SECONDARY EDUCATION;  
OBSERVATION; INTERVIEWS  
IDENTIFIERS - \*EAST PROVIDENCE  
CAREER EDUCATION PROJECT

ABSTRACT - OBSERVATIONS AND  
INTERVIEWS WERE USED TO EVALUATE  
THE EAST PROVIDENCE CAREER  
EDUCATION PROJECT FOR 1973-1974.  
DATA AVAILABLE ON PROCESSES AND  
PRODUCTS SUGGEST THAT THE PROGRAM  
IS SUBSTANTIALLY MEETING ITS GOALS  
IN SPITE OF LOW ATTENDANCE FIGURES  
AND STUDENT PERFORMANCE ON VARIOUS  
TESTS. A LOWER SOCIOECONOMIC CLASS  
OF STUDENTS WITH ITS RESULTING  
LOWER MOTIVATION AND READING  
ABILITY, THE FACT OF DOUBLE  
SESSIONS IN THE SCHOOL, AND THE  
FUTURE-ORIENTED NATURE OF CAREER  
EDUCATION GOALS MAY ACCOUNT FOR  
THE LIMITED SHOWING OF THE  
PROGRAM. RECOMMENDATIONS ARE FOR A  
CONTINUATION OF THE PROGRAM. (MU)

VT 101 188  
ASHMORE, WILLIAM H.  
OPENING DOORS TO AWARENESS. 1973-  
1974. FINAL EVALUATION REPORT.

RHODE ISLAND COLL., PROVIDENCE.  
CENTER FOR EVALUATION AND  
RESEARCH.  
BUREAU OF OCCUPATIONAL AND ADULT  
EDUCATION (DHEW/OE), WASHINGTON,  
D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 28JUN74 35P.

DESCRIPTORS - \*PROGRAM EVALUATION;  
\*CAREER EDUCATION; \*ELEMENTARY  
GRADES; FORMATIVE EVALUATION;  
SUMMATIVE EVALUATION  
IDENTIFIERS - LINCOLN RHODE ISLAND  
PUBLIC SCHOOLS

ABSTRACT - BOTH SUMMATIVE AND  
FORMATIVE EVALUATIONS WERE USED TO  
ASSESS THE LINCOLN PUBLIC SCHOOLS  
CAREER EDUCATION PROGRAM IN THE  
ELEMENTARY GRADES FOR 1973-1974.  
IN ADDITION, A LIKERT-TYPE  
QUESTIONNAIRE TO TEACHERS AT THE  
END OF THE YEAR FOR THEIR OPINIONS  
OF THE PROGRAM AND PUPIL TESTS ON  
OCCUPATIONAL AWARENESS PROVIDED  
DATA ON THE PROGRAM'S  
EFFECTIVENESS IN THE CLASSROOM.  
SIGNIFICANT GAINS IN UNDERSTANDING  
WERE EVIDENT AND THE DATA  
SUGGESTED OVERALL SUCCESS IN  
IMPLEMENTING THE PROGRAM.  
RECOMMENDATIONS CENTERED ON THE  
MECHANICS OF ADMINISTERING THE  
PROGRAM AND ON TEACHER INSERVICE  
EDUCATION. (MU)

VT 101 189  
COSTA, CRIST H.  
EMMA PENOLETON BRADLEY HOSPITAL  
"BRADLEY PRE-VOCATIONAL PROGRAMS".  
1973-74. FINAL EVALUATION REPORT.

RHODE ISLAND COLL., PROVIDENCE.  
CENTER FOR EVALUATION AND  
RESEARCH.  
BUREAU OF OCCUPATIONAL AND ADULT  
EDUCATION (DHEW/OE), WASHINGTON,  
D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 74 18P.

DESCRIPTORS - \*PREVOCATIONAL  
EDUCATION; \*HANDICAPPED CHILDREN;  
\*INDUSTRIAL ARTS; \*SPECIAL  
PROGRAMS; HOSPITALIZED CHILDREN  
IDENTIFIERS - \*BRADLEY  
PREVOCATIONAL PROGRAM

ABSTRACT - TO IMPROVE THE LEARNING  
MOTIVATION OF EMOTIONALLY  
HANDICAPPED CHILDREN IN THE EMMA  
PENOLETON BRADLEY HOSPITAL, A  
PROGRAM OF INDUSTRIAL ARTS WAS  
INSTITUTED ON A 2-HOUR PER DAY  
BASIS FOR 24 WEEKS. THIS DOCUMENT  
NARRATES A WEEK-BY-WEEK ACCOUNT OF  
THE PROGRAM. CURRICULUM AND  
EVALUATION DESIGNS, A SUMMARY, AND  
CONCLUSIONS ARE DETAILED. A WEEK-

BY-WEEK CURRICULUM GUIDE FOR A 9-WEEK AND A 6-WEEK COURSE IN GRAPHIC ARTS, WEAVING, PHOTOGRAPHY, AND WOODWORKING ARE APPENDED. (MU)

VT 101 190

ADAPTATION AND IMPLEMENTATION OF A COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS) IN AREA TEN OF IOWA. EXEMPLARY PROJECT. FINAL REPORT.

JOINT COUNTY SCHOOL SYSTEM OF BENTON, CEDAR, IOWA, LINN, JOHNSON, AND WASHINGTON COUNTIES, CEDAR RAPIDS, IOWA.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 74 27P.

DESCRIPTORS - \*INFORMATION SYSTEMS; \*DISPLAY SYSTEMS; \*OCCUPATIONAL INFORMATION; \*MOBILE EDUCATIONAL SERVICES; \*INFORMATION DISSEMINATION; CAREER OPPORTUNITIES; ELECTRONIC DATA PROCESSING  
IDENTIFIERS - IOWA

ABSTRACT - THIS DOCUMENT CONTAINS THE FINAL REPORT OF THE COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS) IN AREA 10 OF IOWA COVERING THE PERIOD FROM MARCH 1, 1971 THROUGH FEBRUARY 28, 1974. THE PROJECT THIRD-YEAR EVALUATION REPORT DATED JUNE 14, 1974 IS INCLUDED. GOALS OF THE PROJECT WERE TO ADAPT THE ILLINOIS CVIS TO AN IOWA ENVIRONMENT, TO IMPLEMENT THE SYSTEM IN A TRAVELING TRAILER CONTAINING EIGHT TERMINALS TOURING THE SEVEN COUNTIES OF AREA 10, AND TO USE THIS SYSTEM IN VOCATIONAL GUIDANCE OF SECONDARY STUDENTS AND ADULTS. WITH SOME EXCEPTIONS THESE OBJECTIVES WERE MET. DURING THE TWO YEARS THAT THE MOBILE UNIT WAS OPERATIONAL, THE PROGRAM WAS AVAILABLE TO 13,900 STUDENTS OUT OF A POSSIBLE 21,000. IT WAS CONCLUDED THAT CVIS SERVED A DEFINITE NEED IN SUPPLYING CAREER INFORMATION AND THAT THE USE OF A COMPUTER TERMINAL WAS EFFECTIVE AND SUCCESSFUL. HOWEVER, THE TERMINAL/TRAILER SYSTEM USED IN THE PROJECT WAS JUDGED NOT COST-JUSTIFIABLE. DETAILED PROCEDURES ARE PRESENTED, WITH RECOMMENDATIONS FOR FUTURE PROJECTS. (MF)

VT 101 191

NINE RHODE ISLAND CAREER EDUCATION PROJECTS. EVALUATION.

NEW ENGLAND RESOURCE CENTER FOR OCCUPATIONAL EDUCATION, CAMBRIDGE, MASS.  
RHODE ISLAND STATE DEPT. OF EDUCATION, PROVIDENCE. BUREAU OF GRANTS AND REGULATIONS.  
MF AVAILABLE IN VT-ERIC SET.

PUB DATE - 30JUN74 46P.

DESCRIPTORS - \*PROGRAM EVALUATION; \*CAREER EDUCATION; \*SCHOOL VISITATION; EVALUATION CRITERIA; QUESTIONNAIRES; INSPECTION; COMPARATIVE ANALYSIS  
IDENTIFIERS - RHODE ISLAND

ABSTRACT - THE FINAL EVALUATION OF NINE CAREER EDUCATION PROJECTS (IN 12 SCHOOLS) IN RHODE ISLAND DURING THE SCHOOL YEAR 1973-74 WAS MADE TO MEASURE THE PROGRESS OF THESE PROJECTS. THE MAIN FOCUS WAS ON OPERATIONAL AND MANAGEMENT PROCESSES AND PRODUCTS. THE EVALUATION DESIGN INCLUDED QUESTIONNAIRES FOR TEACHERS AND DIRECTORS, CONFERENCES WITH ADMINISTRATORS, AND OBSERVATIONS AT EACH SCHOOL. AN EVALUATION MATRIX WAS PREPARED FOR EACH ON THE TWO ON-SITE VISITS AT EACH SCHOOL FOR THE PURPOSE OF COMPARING ONE SCHOOL WITH ANOTHER. IT WAS FOUND THAT 83 PERCENT OF THE TEACHERS THOUGHT THAT CAREER EDUCATION SHOULD BE INTEGRATED WITH ALL SUBJECTS. TEACHERS REPORTED ENTHUSIASTIC REACTIONS OF THEIR STUDENTS TO THE INTRODUCTION OF CAREER CONCEPTS AS PART OF THEIR CLASSWORK AND PRINCIPALS REPORTED IMPROVED BEHAVIOR AND ATTITUDES. WEAKNESSES INCLUDED DIFFICULTY IN GETTING NEEDED MATERIALS, LACK OF COOPERATION BY SOME PERSONS, AND THE NEED FOR MORE PLANNING TIME. RECOMMENDATIONS FOR IMPROVEMENTS IN FUTURE SIMILAR PROJECTS ARE PRESENTED. (MF)

VT 101 192

MURTON, J.B., AND OTHERS  
OTIS (OCCUPATIONAL TRAINING INFORMATION SYSTEM). CYCLE SIX REPORT. SUPPLEMENT I. STATEWIDE TOTALS AND DESCENDING RANK ORDER OF PROGRAM CLUSTERS.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. DIV. OF RESEARCH, PLANNING, AND EVALUATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - JAN74 112P.

DESCRIPTORS - \*LABOR SUPPLY; \*MANPOWER NEEDS; \*OCCUPATIONAL CLUSTERS; \*DEMAND OCCUPATIONS; STATE PROGRAMS; VOCATIONAL EDUCATION; INFORMATION SYSTEMS; TABLES (DATA)  
IDENTIFIERS - \*OCCUPATIONAL TRAINING INFORMATION SYSTEM; OTIS; OKLAHOMA

ABSTRACT - THE PURPOSE OF THIS REPORT IS TO ENUMERATE DATA ON MANPOWER SUPPLY AND DEMAND AND THE NET MANPOWER REQUIREMENTS ON SELECTED OCCUPATIONS IN OKLAHOMA. THE DATA PRESENTED HERE REPRESENT

THE BEST INFORMATION AVAILABLE ON THE MANPOWER SUPPLY AND DEMAND CONDITIONS ESTIMATED TO EXIST DURING THE TIME FROM JULY 1, 1973 THROUGH JUNE 30, 1974. EXCEPT FOR A FEW INTRODUCTORY PAGES, THE ENTIRE DOCUMENT IS COMPRISED OF COMPUTER-PRODUCED TABLES OF SUPPLY AND DEMAND BY OCCUPATIONAL CLUSTERS, WITH APPLICABLE VOCATIONAL EDUCATION PROGRAM CLUSTERS INDICATED FOR THE DEMAND OCCUPATIONS. (MF)

## VT 101 193

PAOLONE, FRAN J.  
CONSORTIUM PROGRAM IN HIGHER EDUCATION. (EXEMPLARY PROJECT).  
FINAL REPORT. EVALUATION.

MAINE UNIV., AUGUSTA.  
MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA.  
BUREAU OF VOCATIONAL EDUCATION.;  
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHFW/OE), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 74 52P.

DESCRIPTORS - \*CONSORTIA; \*HIGHER EDUCATION; \*INTERINSTITUTIONAL COOPERATION; TECHNICAL INSTITUTES; UNIVERSITIES; \*EDUCATIONAL COUNSELING; PROGRAM EVALUATION; ARTICULATION (PROGRAM); CAREER EDUCATION; \*TRANSFER STUDENTS; STUDENT MOBILITY; REFERRAL; COUNSELOR ROLE  
IDENTIFIERS - MAINE

ABSTRACT - THE CENTRAL MAINE CONSORTIUM IN HIGHER EDUCATION IS AN ASSOCIATION OF FOUR INSTITUTIONS: CENTRAL MAINE VOCATIONAL-TECHNICAL INSTITUTE, KENNEBEC VALLEY VOCATIONAL-TECHNICAL INSTITUTE, UNIVERSITY OF MAINE AT FARMINGTON, AND UNIVERSITY OF MAINE AT AUGUSTA. THE CONSORTIUM IS COMPOSED OF AN ADVISORY BOARD REPRESENTING EACH INSTITUTION AND A COUNSELOR/COORDINATOR. ITS OBJECTIVES ARE TO ASSIST STUDENTS IN MAKING TRANSFERS AMONG MEMBER INSTITUTIONS AND TO OTHER INSTITUTIONS TO MEET CAREER OBJECTIVES, TO PROVIDE CAREER INFORMATION AND COUNSELING SERVICES TO STUDENTS AND POTENTIAL STUDENTS, AND TO SERVE AS CONSULTANT AND RESOURCE TO THE STAFF AT MEMBER INSTITUTIONS. EMPHASIS WAS ON TRANSFER COUNSELING AND THE ESTABLISHMENT OF COOPERATIVE PROGRAMS FOR TRANSFER OF CREDITS. HOWEVER, PROGRAM ARTICULATION HAS BEEN SLOW. INDEPENDENT EVALUATION INDICATED THAT THE CONSORTIUM IDEA WITHIN A CAREER EDUCATION FRAMEWORK WAS SUPPORTED BY ADMINISTRATION, FACULTY, AND STUDENTS, ALTHOUGH INFORMATION

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ABOUT IT SHOULD BE MORE BROADLY DISSEMINATED FOR GREATER PARTICIPATION. (MF)

## VT 101 194

CARLL, JAMES F.  
WESTBROOK EDUCATES FOR BUSINESS RESEARCH AND DEVELOPMENT PROJECT.  
FINAL REPORT.

WESTBROOK REGIONAL TECHNICAL VOCATIONAL CENTER, MAINE.  
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHFW/OE), WASHINGTON, D.C.; MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. BUREAU OF VOCATIONAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 30JUN74 18P.

DESCRIPTORS - \*TYPEWRITING; \*AUTOINSTRUCTIONAL AIDS; \*INDIVIDUALIZED INSTRUCTION; \*PROGRAMED INSTRUCTION; RESEARCH PROJECTS  
IDENTIFIERS - MAINE

ABSTRACT - THE GOAL OF THE PROJECT REPORTED FOR THE PERIOD FROM SEPTEMBER 4, 1973 TO JUNE 14, 1974 WAS TO PROVIDE A PROGRAM IN TYPEWRITING IN WHICH EACH STUDENT WOULD BE ABLE TO LEARN AND PROGRESS AT HIS OWN RATE ACCORDING TO HIS BACKGROUND, AGE, INTEREST, AND ABILITY. AN AUTOMATED INSTRUCTIONAL KEYBOARD TRAINING PROGRAM WAS USED IN CONJUNCTION WITH ELECTRIC TYPEWRITERS. MATERIALS USED IN THE TRAINING INCLUDED FILM CARTRIDGES AND TAPED CASSETTES PROVIDING VISUAL AND AUDITORY STIMULI AND PROGRAMMED LESSONS. THE PROGRAM ALLOWED THE STUDENTS TO PROCEED AT THEIR INDIVIDUAL RATES AND RELIEVED THE INSTRUCTORS FOR DIAGNOSIS AND PRESCRIPTION. IT WAS FOUND THAT STUDENTS LEARNED HOW TO TYPE TWICE AS FAST FROM THE AUTOMATED PROGRAM AS FROM THE TRADITIONAL METHOD. IT WAS ALSO CONCLUDED THAT STUDENTS USING ELECTRIC TYPEWRITERS LEARNED THE KEYBOARD MORE EASILY AND HAD HIGHER SPEEDS THAN THOSE USING MANUAL TYPEWRITERS. CONTINUATION OF THE PROGRAM AND CONTINUED REPLACEMENT OF MANUAL BY ELECTRIC TYPEWRITERS WERE RECOMMENDED. (MF)

## VT 101 195

ATWOOD, GLENNA W.  
INDEPENDENT LIVING. FINAL REPORT.

HAMPODEN ACADEMY, MAINE.  
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHFW/OE), WASHINGTON, D.C.; MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. BUREAU OF VOCATIONAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 28JUN74 41P.

DESCRIPTORS - DEVELOPMENTAL PROGRAMS; \*CONSUMER EDUCATION; COURSE CONTENT; MONEY MANAGEMENT; BUSINESS EDUCATION; HOME ECONOMICS EDUCATION; SOCIAL STUDIES IDENTIFIERS - MAINE

ABSTRACT - THE COURSE IN INDEPENDENT LIVING DEVELOPED AT HAMPTON ACADEMY, MAINE, WAS TAUGHT BY INSTRUCTORS FROM THREE DEPARTMENTS: BUSINESS, HOME ECONOMICS, AND SOCIAL STUDIES. THE PROJECT OBJECTIVES WERE TO SHOW THE STUDENT TECHNIQUES OF RESPONSIBLE LIVING BEYOND HIGH SCHOOL; WAYS OF SHOPPING WISELY THROUGH THE USE OF CREDIT, CONTRACTS, BUDGETS, AND COMPARATIVE BUYING; AND PROPER INFORMATION SOURCES FOR CONTINUING HIS SELF-IMPROVEMENT. THE MAJOR GOAL WAS TO MAKE A PRACTICAL COURSE AVAILABLE TO ALL JUNIORS AND SENIORS, REGARDLESS OF ABILITY OR CAREER CHOICE. THE STUDENTS WERE ENTHUSIASTIC ABOUT THE OPPORTUNITY TO TAKE A COURSE RELEVANT TO THEIR NEEDS AND OF FUTURE VALUE, AND TESTING INDICATED THAT THEY DID LEARN SIGNIFICANTLY. IT WAS CONCLUDED THAT THIS SECOND YEAR OF THE INDEPENDENT LIVING COURSE WAS WELL ACCEPTED AND REWARDING FOR BOTH STAFF AND STUDENTS. MATERIALS USED AND RECOMMENDATIONS FOR CONTINUATION OF THE COURSE ARE INCLUDED. (MF)

#### VT 101 196

KELLY, PAUL R.  
OCCUPATIONAL COURSE IN TREE HARVESTING. A VOCATIONAL EDUCATION EDUCATION EXEMPLARY PROJECT. FINAL REPORT.

MAINE SCHOOL ADMINISTRATIVE DISTRICT 27, FORT KENT.  
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/DE), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
PUB DATE - 10JUL74 24P.

DESCRIPTORS - \*LUMBER INDUSTRY; MANPOWER NEEDS; \*TREES; HARVESTING; \*FORESTRY OCCUPATIONS; \*FIELD INSTRUCTION; \*HIGH SCHOOL STUDENTS; VOCATIONAL EDUCATION; PROGRAM DESCRIPTIONS; DEVELOPMENTAL PROGRAMS IDENTIFIERS - MAINE

ABSTRACT - A GREAT NEED FOR WOODS WORKERS IN THE PULPWOOD INDUSTRY EXISTS IN THE STATE OF MAINE. WHILE THE DEMAND FOR PAPER, LUMBER, AND WOODS PRODUCTS HAS INCREASED, THERE HAS BEEN A DECLINE IN THE NUMBER OF PULPWOOD CUTTERS. THIS DOCUMENT DESCRIBES THE NEED FOR SUCH WORKERS AND THE 1972-73 VOCATIONAL EDUCATION PROGRAM IN TREE HARVESTING FOR

HIGH SCHOOL STUDENTS DEVELOPED BY MAINE SCHOOL ADMINISTRATIVE DISTRICT 27 IN FORT KENT. THE INTENT OF THE COURSE WAS TO SERVE THE TERMINAL HIGH SCHOOL STUDENT. ALTHOUGH THE RESULTS OF THE PROGRAM THUS FAR ARE ENCOURAGING, IT IS TOO EARLY TO KNOW WHETHER IT MAY BE TERMED A SUCCESS OR FAILURE. SUGGESTIONS FOR IMPROVEMENTS IN THE COURSE ARE PRESENTED. (MF)

#### VT 101 197

NAVARA, JAMES L.  
A PROPOSAL TO DEVELOP AND IMPLEMENT A COMPREHENSIVE CAREER EDUCATION PROGRAM K-14 IN A THREE-COUNTY NON-URBAN AREA IN MISSOURI. INTERIM REPORT.

STATE FAIR COMMUNITY COLL., SEDALIA, MO.  
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
OEG-O-74-5311  
PUB DATE - 30JUN74 98P.

DESCRIPTORS - \*DEVELOPMENTAL PROGRAMS; \*CAREER EDUCATION; PROGRAM DEVELOPMENT; INSERVICE PROGRAMS; ADVISORY COMMITTEES; PROGRAM EVALUATION IDENTIFIERS - MISSOURI

ABSTRACT - STATE FAIR COMMUNITY COLLEGE IN COOPERATION WITH 10 AREA SCHOOL DISTRICTS IN MISSOURI WAS SELECTED TO ADMINISTER A CAREER EDUCATION EXEMPLARY PROJECT. THIS INTERIM REPORT IS FOR THE FIRST YEAR REPORTING PERIOD FROM JUNE 1, 1973 TO MAY 31, 1974. THE MAJOR PURPOSE OF THE PROJECT WAS TO DEVELOP AND IMPLEMENT A COMPREHENSIVE PROGRAM OF CAREER EDUCATION FROM KINDERGARTEN THROUGH GRADE 14 IN A THREE-COUNTY NON-URBAN AREA IN MISSOURI. GOALS FOR THE FIRST YEAR OF THE PROJECT WERE ACHIEVED THROUGH A COMBINATION OF INSERVICE MEETINGS WITH DESIGNATED TEACHERS, ADMINISTRATORS, GUIDANCE COUNSELORS, AND CURRICULUM DEVELOPMENT ACTIVITIES CARRIED ON WITH THE USE OF ADVISORY COMMITTEES. DESCRIPTION OF THE PROJECT, ACCOMPLISHMENTS, AND RECOMMENDATIONS ARE DETAILED IN THE REPORT, TOGETHER WITH A THIRD-PARTY EVALUATION REPORT BY MISSOURI UNIVERSITY AT COLUMBIA. (MF)

#### VT 101 198

GABRIEL, RICHARD L.  
COMPREHENSIVE CAREER CURRICULUM. QUARTERLY REPORT.

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT, IOWA.  
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.



MF AVAILABLE IN VT-ERIC SET.  
DEG-0-73-5280  
PUR DATE - APR74 75P.

DESCRIPTORS - \*DEVELOPMENTAL  
PROGRAMS; \*CAREER EDUCATION;  
CURRICULUM; OCCUPATIONAL  
INFORMATION; PROGRAM EVALUATION  
IDENTIFIERS - DES MOINES; IOWA

ABSTRACT - REPORTING ON THE DES  
MOINES, IOWA, CAREER EDUCATION  
PROJECT FOR THE QUARTERLY PERIOD  
FROM JANUARY 1 TO APRIL 1, 1974 IS  
PRESENTED BY THE PROJECT  
COMPONENTS: CAREER EDUCATION IN  
THE ELEMENTARY, JUNIOR HIGH, AND  
SENIOR HIGH SCHOOLS; VOCATIONAL  
EDUCATION IN THE TECHNICAL HIGH  
SCHOOL; HANDICAPPED CAREER CENTER;  
CAREER EDUCATION FOR SCHOOL  
DROPOUTS; CAREER GUIDANCE  
SERVICES; CAREER PLACEMENT AND  
FOLLOWUP; VOCATIONAL YOUTH  
ORGANIZATIONS; STAFF DEVELOPMENT;  
CAREER INFORMATION; AND  
POSTSECONDARY CAREER TRAINING.  
MORE THAN HALF OF THE DOCUMENT IS  
COMPRISED OF NEWSPAPER CLIPPINGS  
AND A VARIETY OF MATERIALS  
PRODUCED FOR OR IN THE CAREER  
EDUCATION PROJECT. (MF)

#### VT 101 199

MONTGOMERY COUNTY'S APPROACH TO  
CAREER EDUCATION - GRADES ONE  
THROUGH TWELVE. FINAL REPORT.

MONTGOMERY COUNTY PUBLIC SCHOOLS,  
MONTGOMERY, ALA.  
BUREAU OF OCCUPATIONAL AND ADULT  
EDUCATION (DHEW/OE), WASHINGTON,  
D.C.; ALABAMA STATE DEPT. OF  
EDUCATION, MONTGOMERY. DIV. OF  
VOCATIONAL EDUCATION.  
MF AVAILABLE IN VT-ERIC SET.  
PUR DATE - 18JUN74 60P.

DESCRIPTORS - \*DEVELOPMENTAL  
PROGRAMS; \*CAREER EDUCATION;  
INTERDISCIPLINARY APPROACH;  
TEACHER ORIENTATION; LEARNING  
ACTIVITIES; TEACHING TECHNIQUES;  
LESSON PLANS  
IDENTIFIERS - MONTGOMERY; ALABAMA

ABSTRACT - THE CAREER EDUCATION  
PROJECT IN MONTGOMERY COUNTY,  
ALABAMA, IS BEING IMPLEMENTED ON A  
PILOT BASIS TO SERVE ALL STUDENTS  
ENROLLED IN REGULAR CLASSES IN THE  
COUNTY'S ELEMENTARY, JUNIOR HIGH,  
AND HIGH SCHOOLS. AN INTEGRATED  
APPROACH FOR EVENTUAL EXPANSION TO  
OTHER SCHOOLS WAS USED TO RELATE  
REGULAR CLASSROOM SUBJECT CONTENT  
AND ACTIVITIES TO CAREER EDUCATION  
CONCEPTS. PROCEDURES AND  
ACCOMPLISHMENTS AT EACH LEVEL ARE  
OUTLINED, ALONG WITH PROBLEMS  
ENCOUNTERED AND PLANS FOR THE  
FUTURE. SAMPLES OF INSERVICE  
ACTIVITIES, TEACHER AND STUDENT  
QUESTIONNAIRES, REPORT FORMS,  
LESSON PLANS, AND OTHER MATERIALS

BEST COPY AVAILABLE  
ARE APPENDED. (MF)

1027 / 1028

#### VT 101 200

PROFESSIONAL GROWTH WEEK-II, 1974  
FOR VOCATIONAL, TECHNICAL AND  
ADULT EDUCATION INSTRUCTORS AND  
APPENDIXES.

WISCONSIN UNIV. - STOUT,  
MENOMONIE. CENTER FOR VOCATIONAL,  
TECHNICAL AND ADULT EDUCATION.  
OFFICE OF EDUCATION (DHEW),  
WASHINGTON, D.C.; WISCONSIN STATE  
BOARD FOR VOCATIONAL, TECHNICAL,  
AND ADULT EDUCATION, MADISON.  
MF AVAILABLE IN VT-ERIC SET.  
PUR DATE - JUN74 150P.

DESCRIPTORS - \*TEACHER SEMINARS;  
\*VOCATIONAL EDUCATION TEACHERS;  
\*INSERVICE TEACHER EDUCATION;  
\*TEACHER IMPROVEMENT; TEACHING  
METHODS; INDIVIDUALIZED  
INSTRUCTION; \*TEACHER ATTITUDES  
IDENTIFIERS - WISCONSIN

ABSTRACT - PROFESSIONAL GROWTH  
WEEK-II, 1974, WAS ONE WEEK OF  
INTENSIVE LEARNING ACTIVITIES  
WHICH WERE ESPECIALLY DEVELOPED  
AND SEQUENCED TO MEET THE NEEDS OF  
TEACHERS IN WISCONSIN'S  
VOCATIONAL, TECHNICAL, AND ADULT  
EDUCATION DISTRICTS. TWO PROGRAMS  
OF EDUCATIONAL EXPERIENCES WERE  
PRESENTED, WITH 70 TEACHERS  
ATTENDING THE FIRST PROGRAM ON  
INSTRUCTIONAL IMPROVEMENT AND 76  
ATTENDING THE SECOND ON  
INDIVIDUALIZED INSTRUCTION. TO  
EVALUATE THE WEEK'S ACTIVITIES AND  
TO ENABLE THE STAFF TO IMPROVE  
FUTURE INSERVICE SEMINARS, FIVE  
TEST AND OPINION INSTRUMENTS WERE  
DEVELOPED AND ADMINISTERED TO  
PARTICIPANTS. BOTH THE FORMAL  
EVALUATIONS AND INFORMAL  
CONVERSATIONS INDICATED THAT THE  
ATTENDEES GAINED SIGNIFICANT  
LEARNING EXPERIENCES AND INCREASED  
UNDERSTANDING OF THE GOALS OF  
VOCATIONAL EDUCATION IN WISCONSIN.  
PARTICIPANT INFORMATION, AGENDA,  
TESTS, QUESTIONNAIRES, AND OTHER  
MATERIALS ARE CONTAINED IN A  
SEPARATE VOLUME OF THIS ACCESSION.  
(MF)



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## RESEARCH MATERIALS SUBJECT INDEX

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are listed in alphabetical order.

As shown in the example below, the page on which the document abstract appears is displayed above the title.

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VT 100 171 7  
NEW YORK STATE OCCUPATIONAL  
EDUCATION MINI-GRANT PROGRAM--1971.  
FINAL REPORT.

### ACTION PROGRAMS (COMMUNITY)

VT 100 165 5  
VISITING NURSE ASSOCIATION  
HOMEMAKER SERVICE PROGRAM.

### ADVISORY COMMITTEES

VT 100 155 2  
1971 ANNUAL EVALUATION REPORT OF  
THE TENNESSEE STATE ADVISORY  
COUNCIL ON VOCATIONAL EDUCATION.  
VT 100 168 6  
CENTRAL STATES REGIONAL  
CONFERENCE: ADVISORY COUNCILS  
FOR VOCATIONAL EDUCATION.  
VT 100 187 11  
ARKANSAS STATE ADVISORY COUNCIL  
FOR VOCATIONAL-TECHNICAL EDUCATION  
THIRD ANNUAL REPORT, 1972.

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THE NORTH CENTRAL ASSOCIATION: ITS CHANGE AGENT ROLE ON ADMINISTRATIVE PRACTICES, POLICIES AND PROCEDURES IN WISCONSIN TECHNICAL INSTITUTES. FINAL REPORT.		<u>VT 101 085</u>	987
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<u>VT 101 128</u>	1002	<u>ADULT VOCATIONAL EDUCATION</u>	
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<u>ADMINISTRATOR ATTITUDES</u>		AN EVALUATION OF THREE PILOT COURSES: THE DEVELOPMENT AND EARLY EDUCATION OF THE MENTALLY HANDICAPPED CHILD. FINAL REPORT.	
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VTP 1529

Title: Ornamental Horticulture - A Curriculum Guide.

Developer: R. J. Mercer

Institution: Vocational Education Media Center, Clemson University, Clemson, South Carolina, 29631

Sponsor: South Carolina State Department of Education

Duration: From January, 1974 To January 1, 1975

Description of Project: Curriculum guides for use at the 11th and 12th grade levels by teachers of agriculture teaching courses at the high school or area vocational schools, and guides were developed by teachers, supervisors and teacher educators.

VTP 1530

Title: Agricultural Sales and Service - A Curriculum Guide.

Developer: R. J. Mercer

Institution: Vocational Education Media Center, Clemson University, Clemson, South Carolina, 29631

Sponsor: South Carolina State Department of Education

Duration: From January 1, 1974 To June, 1975

Description of Project: Curriculum guide for teachers of agriculture teaching agricultural sales and service in high schools or area vocational schools - 11th or 12th grade level. Vocational agriculture teachers, supervisors and teacher educators were used in the development of the guides.

VTP 1531

Title: Career Cluster Articulation Model Based on Behavioral Objectives.

Initiator: L. Joel Chastain

Institution: South Carolina State Dept. of Education, Office of Vocational Education

Sponsor: Appalachian Regional Council

Duration: From April 1, 1974 To March 31, 1975

Description of Project: This project developed lists of behavioral objectives for curriculums in Machine Shop and Air Conditioning & Refrigeration with teachers from vocational education, grades 11 and 12, and teachers from technical education, post secondary education. During this project self instruction materials will be revised, adapted and developed to satisfy the above objectives. The project objective is to improve and facilitate articulation between vocational and technical schools and to allow students year around entry into technical school curriculums.

VTP 1532

Title: Clothing Services Curriculum Guide.

Developer: Betty P. Watkins

Institution: Vocational Education Media Center, Clemson, South Carolina, 29631

Sponsor: State Department of Education, Columbia, S.C.

Duration: From September 1, 1974 To April 25, 1975

Description of Project: This curriculum guide is designed for use in a two-year occupational program for Clothing Services. A committee of home economics teachers will assist the curriculum and home economics materials specialist in the development of the guide.

VTP 1533

Title: Ten Consumer and Homemaking Quarter Course Curriculum Guides.

Developer: Betty P. Watkins

Institution: Vocational Education Media Center, Clemson, S.C.

Sponsor: State Department of Education

Duration: From September 1, 1974 To May 15, 1975

Description of Project: Ten quarter course curriculum Guides for Consumer and Homemaking Education will be developed for the 9th, 10th, 11th and 12th grades. Teacher committees working with the home economics curriculum and materials

specialist will develop these. Tentative topics are Child Development I and II, School-Age Parents, Clothing and Textiles II, III and IV, Management and Consumerism for Individual I, Consumerism for Family II, Preparation for the Future - Family Life I (Dating skills, courtship, engagement, careers and marriage), and Self-understanding - Personal Development I.

VTP 1534

Title: Exploring Careers in Hospitality and Recreation.

Developer: Mavis C. Sparks, Judith Delaney, and Lila T. Rankin

Institution: Curriculum Development Center, University of Kentucky

Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky

Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1535

Title: Exploring the World of Marketing and Distribution.

Developer: Mavis C. Sparks, O.T. Atkins, and Lila T. Rankin

Institution: Curriculum Development Center, University of Kentucky

Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky

Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and final tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1536

Title: Exploring Business and Office Occupations.

Developer: Mavis C. Sparks, Clarence Evans, and Lila T. Rankin

Institution: Curriculum Development Center, University of Kentucky

Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky

Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, an opportunity to obtain a mini-skill(s) remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.



VTP 1537

Title: Exploring Health Careers.

Developer: Mavis C. Sparks, Mary Nordloh, and Lila T. Rankin

Institution: Curriculum Development Center, University of Kentucky

Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky

Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final testing is completed. Developed through workshop approach.

VTP 1538

Title: Exploring Construction Careers.

Developer: Mavis C. Sparks, James Hill, O.T. Atkins, and Lila T. Rankin

Institution: Curriculum Development Center, University of Kentucky

Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky

Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s)

common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1539

Title: Exploring Consumer and Homemaking and Related Occupations.

Developer: Mavis C. Sparks, Ernestine Scott, and Lila T. Rankin

Institution: Curriculum Development Center, University of Kentucky

Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky

Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1540

Title: Exploring Careers in Transportation.

Developer: Mavis C. Sparks, Arthur W. Craig, and Lila T. Rankin

Institution: Curriculum Development Center, University of Kentucky

Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky

Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1541

Title: Exploring Careers in Public Service.

Developer: Mavis C. Sparks, James L. Johnson, and Lila T. Rankin

Institution: Curriculum Development Center, University of Kentucky

Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky

Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1542

Title: Exploring Careers in Manufacturing.

Developer: Mavis C. Sparks, Doris Love, and Lila T. Rankin

Institution: Curriculum Development Center, University of Kentucky

Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky

Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

VTP 1543

Title: Exploring Careers in Agri-Business, Natural Resources, and Environmental Control.

Developer: Mavis C. Sparks, Ray Roundtree, and Lila T. Rankin

Institution: Curriculum Development Center, University of Kentucky

Sponsor: Special Vocational Education Programs Unit, Bureau of Vocational Education, Frankfort, Kentucky

Duration: From 1973 To 1975

Description of Project: One of a series of ten units composing the course Exploration in the World of Work. Designed for use at the 9th and 10th grade levels by special vocational education teachers and other vocational education teachers having disadvantaged and handicapped students (EMR) in their classes. Provides an overview of the jobs in the cluster, an opportunity to obtain a mini-skill(s) common to jobs

in the cluster, and continuance of personal development and remedial work in the basic academic skills such as reading and math. To be edited and field tested during 1974-75. Not available for distribution until final editing after field testing is completed. Developed through workshop approach.

occupational goals. Currently, the manuscript has been submitted to the advisory committee for feedback. The next step would be to field test the handbook at selected areas throughout the state.

VTP 1544

Title: Developing Articulated High School and Post High School Curriculum.

Developer: Brandon B. Smith

Institution: Minnesota Research Coordinating Unit for Vocational Education, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota, 55455

Sponsor: Program Planning and Development Unit of Division of Vocational-Technical Education, State Department of Education, Part D, P.L. 90-576

Duration: From June 30, 1971 To June 30, 1975

Description of Project: This development project is designed to produce a handbook for vocational instructors interested in competency-based education. It will delineate simple steps that will help vocational instructors develop valid, articulated vocational programs for secondary and post-secondary students who are seeking occupations in agriculture, business and office, distributive, health fields, home economics, or industrial fields. The Handbook presumes that the reader is not familiar with many of the terms and concepts associated with competency-based instruction. Therefore, a brief discussion of competency-based instruction which is personalized for students is offered in the first chapter and a glossary of terms is included in Appendix A. Chapters II and III address the organization of the local program and the content, organization, and instructional sequence of a single occupation within the local program. Chapter IV includes guidelines for developing instructional modules. Chapter V suggests a system for teachers to use in monitoring students' progress through modules toward their

## CURRICULUM MANAGEMENT CENTERS DIRECTORY

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MAINE	Bureau of Occupational Research
MARYLAND	Division of Vocational Education
MASSACHUSETTS	225 West State Street
NEW HAMPSHIRE	Trenton, New Jersey 08625
NEW JERSEY	
NEW YORK	
PENNSYLVANIA	
PUERTO RICO	
RHODE ISLAND	
VERMONT	
ARKANSAS	Mr. Ron Meek, Director
COLORADO	Curriculum Management Center
KANSAS	State Department of Vocational and Technical Education
MISSOURI	1515 West 6th Avenue
NEBRASKA	Stillwater Oklahoma
NEW MEXICO	
NORTH DAKOTA	
OKLAHOMA	
SOUTH DAKOTA	
TEXAS	
ALASKA	Mr. James L. Blue, Director
IDAHO	Curriculum Management Center
MONTANA	Washington State Coordinating Council for Occupational
OREGON	Education
WASHINGTON	216 Old Capitol Building
WYOMING	Olympia, Washington 98504

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RESEARCH PROJECTS IN PROGRESS

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VTP 1545

Title: A Proposal to Develop an Office Simulation Program for the Account Clerk and Clerk Typist Programs at Gateway Technical Institute, Kenosha Campus.

Initiator: Jack Banerdt

Institution: Gateway Vocational, Technical and Adult Education District, Kenosha, Wisconsin

Sponsor: Wisconsin Dept. of Public Instruction, Madison

Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To turn the classroom into a functioning business office. By providing a realistic office environment students become an employee going to a job rather than a student going to class, (2) To provide an opportunity for students to obtain practical office experience which can help bridge the gap between the world of education and business, (3) To help meet the needs of the disadvantaged student. As a result of the built-in motivational factor, studies have shown that absenteeism is reduced among disadvantaged students with this type of instruction, (4) To help reduce youth unemployment. This type of program would develop the employability of the disadvantaged student to the level whereby they can more successfully compete for jobs with other members of the work force. By eliminating the failure factor, more students will see the need for and the value of education and remain in school until they reach an entry level proficiency in office occupations, and (5) To provide female office workers, who are returning to the work world after an extended time, an opportunity to update and refresh their office procedures and skills.

Methodology: (1) The simulation committee, made up of three business education instructors, will recommend purchase of necessary furniture and equipment, (2) Plans for office design and layout will be finalized and carried out, (3) Instructional personnel will attend a workshop to train APEX office managers. The workshop is conducted by the publishers prior to the beginning of the fall semester, 1974, (4) Instructional

personnel will attend a workshop at the University of Wisconsin - Eau Claire: "Related Studies in Business Education: APEX Simulation", (5) One APEX branch office (20 employees will be operated the first semester with two branches (40 employees) operating the second semester, (6) After the first semester, the APEX materials will be evaluated. Changes, additions, and deletions will be made where necessary to better create a realistic work flow, and (7) Evaluation of APEX will be made in May, 1975. Federal funds total \$1,566.00.

VTP 1546

Title: Implementation of Office Simulation Laboratory.

Initiator: Frederick J. Nierode

Institution: Lakeshore Technical Institute, Cleveland, Wisconsin

Sponsor: Wisconsin Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To work in a realistic office setting and make direct application of the knowledge and skills gained in education, (2) To provide additional motivation to disadvantaged students who oft times do not relate to the traditional classroom setting, (3) To provide employable skills for youth between the ages of 18 and 21 and give them firsthand experience in the skills and knowledge necessary to function in an office, (4) To provide office workers who are returning to employment after many years absence with the opportunity to update and sharpen their office skills, (5) To provide a working area in which the students may make use of their knowledge and skills but also provide an interaction between other employees, and (6) To provide the student with a clear comprehension of the importance of the routine flow of work in an active business office and make them aware of their importance in this area.

Methodology: Mr. Curt Sharp assisted by Mrs. Nancy Skebba will be responsible for evaluating and purchasing the equipment and materials to be used in the simulated office. At this time the APEX materials have been selected as being superior to anything else currently on

the market. During the first semester Mr. Sharp will be relieved from his normal teaching responsibilities to devote ten hours per week in preparing the simulated office to accept students the second semester. The 3-M company will be referred to when necessary to assist in the implementation and operation of this laboratory. The simulated office will be set up to handle a maximum of 20 students at any given time. It is planned that during the second semester there will be two sections of 20 students each involved in this educational project. It is planned that Mr. Sharp will supervise one section of 20 students and Mrs. Skebba will supervise a second section of 20 students. The curriculums for Secretarial Science and the Vocational programs for Clerk-Typist, Business Machines, and Stenography, will be revised to avoid duplication and provide an economy of student teaching time. Federal funds total \$3,655.00.

## VTP 1547

Title: School-Based Job Placement  
Service Model: Phase III, Implementation.

Initiator: Charles H. Matters  
Institution: Reading-Muhlenberg AVTS,  
Reading, Pennsylvania  
Sponsor: Pennsylvania Dept. of  
Education, Harrisburg  
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To provide placement and follow-up services for all youth commensurate with their ability and interests, (2) To provide preparation activities directed to all youth exiting school which will enable them to obtain and retain employment, and (3) To establish lines of communication with the Bureau of Employment Security and industry which will facilitate the successful entry of youth exiting school into the labor market.

Methodology: The success of a school-based job placement system centers around five primary components that will determine the effectiveness of the system. They are: (1) the overall educational program, (2) the job openings developed cooperatively by the

educational system and the Bureau of Employment Security, (3) the cooperation between the educational system and the Bureau of Employment Security in matching students with employment opportunities, (4) the follow-up of students to assist them in work adjustment, and (5) the feedback of information to provide input for improving the educational program. Federal funds total \$24,457.75.

## VTP 1548

Title: Assessment and Determination of Basic Competencies Necessary for Utility Operators Utilizing Ground Water Supplies.

Initiator: Daniel Wagner  
Institution: Southwest Wisconsin Vocational-Technical Institute, Fennimore, Wisconsin  
Sponsor: Wisconsin Dept. of Public Instruction, Madison  
Duration: July, 1974 To June, 1975

Objectives: (1) To identify competencies for entry level and mid-management level positions in the Municipal Services employment area by means of a research instrument, (2) To develop resultant competency based guides which would be flexible enough to be used statewide on an extension basis or in full-time programs, (3) To develop competency based curriculum guides that are flexible enough to be adopted to group or self paced instruction methodology, (4) To examine and refine existing curriculum materials, and (5) To utilize available individuals with expertise in water treatment with emphasis on ecology and environment studies.

Methodology: (1) Gather data on previous studies done in the area of municipal services with emphasis on ground water utilization, (2) Work with an advisory committee and local and state staff to develop a survey instrument to assess the required occupational competencies, (3) Survey utilizing the personal interview method selected area and state employers to determine necessary competencies, and (4) The curriculum materials and other research findings will be shared with other districts in

the state for use in extension programs and in other appropriate instructional areas. Federal funds total \$7,154.00.

VTP 1549

Title: An Investigation of Required Competencies and Curriculum Evaluation in Metal Occupations.

Initiator: William G. Welch

Institution: Western Wisconsin Technical Institute, La Crosse, Wisconsin

Sponsor: Wisconsin Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To evaluate the effectiveness of existing programs in the metal area, (2) To conduct a task analysis in the metals area as a basis for future curriculum decision, and (3) To aid in curriculum changes, development and trends in the metals field, in relation to programs in Machine Tools, Welding and Metal Fabrication.

Methodology: The study will be conducted through both mailed surveys and personal interviews; approximately 50 employers in the quad-state area of Illinois, Wisconsin, Iowa and Minnesota will be selected for personal interviews. Other employers will be included in the mail survey. Sampling techniques will be used to insure proper distribution of employers as to relationship of size of the industry, type of employment, and geographic location. The personal interviews and mail survey will utilize a common instrument for purpose of comparability of data. Federal funds total \$3,128.00.

VTP 1550

Title: Identification of Actual Task Performed and Relative Amount of Time Spent on Task by Vocational-Technical Personnel.

Initiator: Billy N. Pope

Institution: EPD Consortium D, Richardson, Texas

Sponsor: Texas Education Agency, Austin

Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To differentiate task

and subtask from competencies identified in previous studies, and (2) to identify relative amount of time spent on each task that must be performed. Methodology: The project staff assisted by consultants and panel of experts will develop a survey instrument based on task and subtask separated from perceived competencies found in previous studies. The instruments will be mailed to personnel in all vocational areas and a random sample of all areas will be interviewed on site. A special computer program for statistical analysis will be developed. Federal funds total \$38,952.00.

VTP 1551

Title: Employment Opportunities and Training Needs in Agriculture.

Initiator: John W. Holcomb

Institution: Dept. of Agricultural Education, Texas A&M University, College Station, Texas

Sponsor: Texas Education Agency, Austin

Duration: September 1, 1974 To August 31, 1975

Objectives: (1) To identify competencies in horse and cotton production required at the entry and advanced level of employment, (2) To refine and validate competencies in horse and cotton production, (3) To interpret data on employment and training needs in agribusiness, (4) To up-date the employment and training needs in Texas agribusiness from data supplied by USOE, U.S. Department of Agriculture, U.S. Department of Labor, and the U.S. Bureau of the Census through the National Committee on Employment and Training Needs in Agribusiness, and (5) To publish a final report for submission to the Texas Education Agency and to disseminate copies to states through reciprocity. Methodology: The project team will compile a list of tentative competencies in horse and cotton production utilizing the expertise of Texas A&M University personnel. The competencies will be submitted to advisory committees for review and refinement. The project team will review and revise the work of the advisory committee and submit the competencies to another advisory committee in each of the two areas for

review, refinement, and validation. The validated results will be published and made available to the appropriate agencies and states. The project team will provide a written interpretation of manpower needs in Texas agribusiness through previously conducted studies. Also, the project team will up-date the employment and training projections from information supplied by USOE, U.S. Department of Agriculture, U.S. Bureau of the Census and the Department of Labor if considered necessary by the project team and the Texas Education Agency. Federal funds total \$30,816.00.

VTP 1552

Title: Application of Systems Analysis Techniques to Vocational-Occupational Curriculum Planning.

Initiator: Webb Jones

Institution: Dept. of Secondary and Higher Education, East Texas State University, Commerce

Sponsor: Texas Education Agency, Austin

Duration: July 15, 1974 To August 16, 1974

Objectives: To familiarize vocational-occupational staff with basic systems analysis approaches to total curricula planning and development and as such specifically relates to job and task analysis, understanding the labor market supply and demand process and the role of employer advisory committees. Methodology: A two day workshop will be held for vocational directors and other VOE administrators at which time the workshop coordinator will review a basic systems approach to the curricula planning and development process. Through the use of a formal "Course Specification" he will show how a single course or a whole program can be sequentially developed, in a systematic fashion. He will also show how area employers can become actively involved in helping to develop relevant curricula and programs, to provide meaningful cooperative and work-experience opportunities, to provide employment opportunities, and last, to provide useful feedback on student/worker performance which is needed for total course evaluation and effectiveness. Federal funds total \$2,211.00.

VTP 1553

Title: Job Placement

Initiator: Robert Kifer and Don Thomas

Institution: Greater Johnstown AVTS, Johnstown, Pennsylvania

Sponsor: Pennsylvania Dept. of Education, Harrisburg

Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To provide placement and follow-up services for all youth commensurate with their ability and interests, (2) To provide preparation activities directed to all youth exiting school which will enable them to obtain and retain employment, and (3) To establish lines of communication with the Bureau of Employment Security and industry which will facilitate the successful entry of youth exiting school into the labor market.

Methodology: The success of a school-based job placement system centers around five primary components that will determine the effectiveness of the system. They are: (1) The overall educational program, (2) The job openings developed cooperatively by the educational system and the Bureau of Employment Security, (3) The cooperation between the educational system and the Bureau of Employment Security in matching students with employment opportunities, (4) The follow-up of students to assist them in work adjustment, and (5) The feedback of information to provide input for improving the educational program. Federal funds total \$23,279.27.

VTP 1554

Title: Training In A Summer Camp Setting for Paraprofessionals Working With The Deaf And Hard Of Hearing.

Initiator: Ann Hansen Garrett

Institution: McLennan Community College, Waco, Texas

Sponsor: Texas Education Agency, Austin

Duration: July 1, 1974 To August 31, 1974

Objectives: To develop and provide an intensive training experience for 40 persons working in paraprofessional roles with the deaf and hard of hearing; and to provide career exploration



experiences for 20 persons interested in a career related to the handicapped. The experience of living for an extended period of time, on a 24-hour basis, with deaf and hard of hearing children will be provided. Instruction in child development, total communication skills and behavior modification concepts and skills will be provided.

Methodology: Sixty persons (40 paraprofessionals and 20 career explorers) will spend three weeks in a summer camp setting at Camp La Junta in Kerrville, Texas; and they will be enrolled for four semester hours credit in a child development course with McLennan Community College. The first week will be spent in learning total communication, behavior modification and media skills plus basic child development concepts and orientation to the camp setting and operation. The second and third week will be spent as camp counselors living in cabins with deaf and hard of hearing children, 7-12 years of age. Federal funds total \$16,668.00.

VTP 1555

Title: Vocational Summer School Career Education For Teachers and Counselors.

Initiator: L. S. McKinney

Institution: Fayette County Board of Education, Fayetteville, West Virginia

Sponsor: West Virginia State Board of Education, Charleston

Duration: July 8, 1974 To August 1, 1976

Objectives: (1) To provide intensive exploration in Career Education for first year elementary teachers and counselors, second year junior high teachers and counselors, third year for senior high teachers and counselors, (2) To provide the basic knowledge and experiences necessary to implement this at the three levels named.

Methodology: The procedures of the project will be classroom work in the morning with "hands-on" work in the afternoons. A project will be developed by each participant to take back to their school for implementation in the fall. Federal funds total \$7,996.00.

VTP 1556

Title: Pre-Vocational Course of Study in Protective Services Occupation Cluster.

Initiator: David L. Acord and Hubert B. Moore

Institution: Kanawha County Schools, West Virginia

Sponsor: West Virginia State Board of Education, Charleston

Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To interest young men and women in protective services as a career, (2) To help generate better criminal justice-community relations, (3) To help generate increased student knowledge of the law and their relationship and responsibilities to it, (4) To increase placement of younger persons in the protective and other agencies, (5) To inform the total student body of career opportunities available in protective services, and its related fields, (6) To help increase each participant's empathy and sensitivity towards other human beings, (7) To provide pre-entry job experience through a co-op program, (8) To prepare learners for advanced study in the field of protective services, (9) To help increase each participant's awareness of local criminal justice needs and how these needs affect protective service workers, (10) To increase each student's awareness of the cause and consequences of crime and related problems, and (11) To present a broader understanding of protective services and its role in our society.

Methodology: The procedures are directed toward securing the involvement of the administrative staff, parents, students, public service agencies as well as the total community. The teacher involved in the project will be employed twelve months. In addition, knowledge gained during the period of the project will be made available to other educational agencies. Job placement services will be provided as students acquire job entrance level competencies. This service will assist the student in bridging the gap between school and work. Federal funds total \$15,883.00.



VTP 1557

Title: Vocational Guidance Simulation Project.

Initiator: George A. Lipscomb

Institution: Board of Education of the County of Preston, Kingwood, West Virginia

Sponsor: West Virginia State Board of Education, Charleston

Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To develop, in a rural school system located in an Appalachian area, an intensive and comprehensive Vocational, Guidance, program serving the needs of youth in grades 9 and 10, (2) To provide students with the opportunity to explore their interest, aptitude and abilities more fully by working with a program which physically involves them in a series of tasks related to activities required in a future job. It allows the student to explore his ability for training and/or employment in a job for which he is suited, and (3) To better prepare students for wiser and more realistic curricular choices that will be offered at the Preston County Vocational Education Center and to expand the present vocational guidance program.

Methodology: The procedures are directed toward the involvement of guidance counselors, school personnel, parents, students, business, industry and manpower agencies and the community in order to assure the implementation and success of the project on a continuing basis. Work sessions will be organized for those teachers, counselors involved with the pre-vocational program for the 10th grade. These sessions will be designed to acquaint the teachers with the objectives, procedures, and content of the hands-on experience program. Federal funds total \$41,136.00.

VTP 1558

Title: A Design for Establishment of a Career Oriented Educational Program.

Initiator: Robert E. Wright

Institution: Mercer County Board of Education, Princeton, West Virginia

Sponsor: West Virginia Board of Education, Charleston

Duration: July 1, 1974 To June 30, 1977

Objectives: The goal of this project is to establish a career oriented educational program in the Matoaka Schools K-12. Project components are (1) a career awareness program for students in grades K-6, (2) a career orientation program for students enrolled in grades 7-8, (3) a career exploration program for students in grades 9-10, and (4) career preparation program opportunities for students enrolled in grades 11-12. The program will incorporate intensive occupational guidance and counseling services and expanded vocational education offerings at the county Vocational School.

Methodology: Project procedures are designed to involve a project task force consisting of teachers, counselors, administrators, students, parents and business industry and community leaders. Task forces are to assist in an advisory capacity in project implementation. An extensive in-service professional personnel development program is to be initiated to assist participating staff in becoming oriented to the project and materials, methods and techniques which have proven effective in similar projects. Federal funds total \$10,000.00.

VTP 1559

Title: Factors Affecting Student Enrollment and Scheduling in Vocational Education Programs.

Initiator: Dan K. Jacobs

Institution: Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania

Sponsor: West Virginia State Board of Education, Charleston

Duration: August 15, 1974 To January 1, 1975

Objectives: (1) To identify specific factors which inhibit secondary students in West Virginia from enrolling or maintaining their enrollment in vocational education programs, (2) To categorize identified factors on the basis of their nature and origin, and (3) To recommend alternatives for consideration in

alleviating inhibiting factors identified including actions which might be taken by appropriate agencies. Methodology: Within ten (10) days after acceptance of this proposal, a team of at least four (4) professional educators will be formed to totally plan the organization of this study. With the on-site visitation to each of the twelve (12) project sites, conducting interviews, analyzing procedures, policy, and questionnaires, this study will take approximately five (5) months. The conclusion date will be January 1, 1975. The four (4) members of the study team are extremely knowledgeable in public education as it specifically relates to this project of vocational education and research design. Federal funds total \$8,903.00.

## VTP 1560

Title: Southwestern Ohio Regional Vocational Education Planning Project.

Initiator: Russell F. Garr

Institution: Greene Joint Vocational School District

Sponsor: Ohio State Dept. of Education, Columbus

Duration: July 1, 1974 To June 30, 1974

Objectives: (1) To provide a more comprehensive vocational program to all students in southwest Ohio, (2) To enhance the economic efficiency of vocational programming in southwest Ohio, (3) To coordinate regional planning in southwest Ohio with the Ohio State Department, Division of Vocational Education, (4) To better match vocational program offerings with current and projected labor market demands, (5) To provide to participating districts information concerning the availability of prospective vocational teachers, and (6) To facilitate, at the request of participating vocational education planning districts, in-service education programs on a regional basis. Methodology: Principle activities will include: (1) Coordinating student enrollment across district boundaries, (2) Recruitment of prospective vocational teachers, and (3) In-servicing of vocational teachers. Federal funds total \$9,000.00.

## VTP 1561

Title: Development of Occupational Concepts for Educational Programs in Grades 11 and 12.

Initiator: Florence M. Wellman

Institution: Wyoming City Schools Board of Education

Sponsor: Ohio State Dept. of Education, Columbus

Duration: August 5, 1974 To June 13, 1975

Objectives: (1) To identify activities representative of the kinds of things students will be engaged in when they enter selected professions or careers, (2) To list the knowledge (facts, theories, principles, etc.) that are related to a career in one of the professions pursued, and (3) To design a program which will arrange the activities and knowledge in a natural sequence or order as preparation for post secondary education.

Methodology: Activities will be directed toward research and revision of curriculum, the selection of teachers to integrate activities and knowledge into meaningful post secondary educational offerings. Federal funds total \$10,000.00.

## VTP 1562

Title: An In-Service, Pre-Service Vocational Development Strategy Involving a State College, a Local School District, a State Department of Education, an Area Technical School, and Other Appropriate Agencies.

Initiator: Michael A. Ciavarella

Institution: Shippensburg State College, Pennsylvania

Sponsor: Pennsylvania State Dept. of Education, Harrisburg

Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To continue an in-service pre-service plan for implementing career education through a cooperative arrangement involving Shippensburg State College, Big Spring School District, the Pennsylvania Department of Education, and the Cumberland-Perry Technical School, (2) To provide an in-service workshop for project participants on the "what",

"why", and "how" of vocational development and to refine curricular materials and activities developed in the first year, (3) To provide pre-service orientation and experiences geared to foster vocational development through a strategy of interaction between teachers at Big Spring School District and teacher education majors at Shippensburg State College, (4) To integrate the components of vocational development into the curriculum of Big Spring School District as well as into the pre-service teacher preparation program at Shippensburg State College, (5) To identify and attempt to modify stereotypes, distortions, and misinformation that in-service and pre-service teachers may have about the world of work, (6) To study and infuse vocational development concepts into the curriculum of the school, (7) To field test the Career Development Guide developed by the Pennsylvania Department of Education, (8) To demonstrate how the consultative services of a college, a local school district, a department of education, and an area technical school can be used in a cooperative arrangement to facilitate and promote vocational development, and (9) To establish evaluative procedures to determine the extent to which this project is achieving its stated objectives.

Methodology: (1) A three weeks summer workshop involving 50 teachers from Big Spring School District (Newville, Pa.) will be held at the project site (Big Spring High School) beginning on August 5, 1974 and ending on August 23, 1974. (2) The workshop will continue to orient teachers on the "what", "why", and "how" of vocational development. To assist in the orientation phase, the following personnel will be involved: counselor educators, vocational educators, staff members of the Research Coordinating Unit (Pennsylvania Department of Education), directors of on-going vocational development curriculum consultants, manpower specialists and other appropriate consultants and personnel. (3) One or two selected field trips will be taken to schools or sites involved in similar projects. (4) The workshop will be used as an information gathering activity.

However, a major portion of the workshop will be devoted to refining the curricular materials and activities developed in the project's first year. (5) A series of interaction meetings will be held (beginning in September, 1974) involving in-service and pre-service teachers as well as other appropriate consultants and personnel. (6) Continuous feedback will be conducted between Big Spring School District and Shippensburg State College as a mechanism for guiding and effecting changes in the teacher education program of Shippensburg State College. (7) Beginning in September, 1974, a series of participatory activities are planned whereby both in-service and pre-service teachers can work together in planning activities and developing curricular materials which foster career development. (8) Activities designed to orient undergraduate majors in teacher education to the broad concepts in vocational development will be continued as part of their coursework. Through this strategy, Shippensburg State College will continue to infuse vocational development into its teacher preparation program. (10) Beginning in September, 1974, six (6) in-service meetings (2 hours per meeting) will be held at Big Spring School District and involve the 50 in-service participants. This procedure will afford the participants the opportunity to refine existing curricula and to develop new vocational development materials on a continuous basis. Federal funds total \$38,350.00.

VTP 1563

Title: Career Education for Region XII.

Initiator: Owen D. Collins

Institution: Kentucky Valley Educational Cooperative

Sponsor: Kentucky Dept. of Education, Frankfort

Duration: February 1, 1974 To February 1, 1975

Objectives: To develop a strong Career Education program (Grades 7-12), while strengthening and broadening the Awareness effort and upgrading the levels of activities in Preparation and Guidance.

Methodology: The Regional Career Education staff, working with the Career Education Coordinators (CECs) in the thirteen (13) Local Education Agencies (LEAs), will conceptualize, develop, and provide workshop training in the development of Exploration cluster units for groups of teachers, administrators, and guidance counselors from participating schools in the Local Education Agencies. Shorter workshops will be provided in Awareness and Guidance. All school personnel in Region XII will be oriented during the fall in-service days of the respective Local Education Agencies, follow-up visits will be made by the Regional Career Education staff to the Career Education Teams (CETs), and evaluation will be conducted by the Regional Career Education staff, and by a third-party evaluator. Federal funds total \$132,448.00.

VTP 1564

Title: A Task Analysis Study to Determine Curriculum Elements Needed to Train Industrial Maintenance Men to Repair and Maintain Industrial Load Handling Equipment.

Initiator: Russell Paulsen

Institution: North Central Technical Institute, Wausau, Wisconsin

Sponsor: Wisconsin Dept. of Public Instruction, Madison

Duration: July, 1973 To June, 1974

Objectives: (1) To formulate and implement an extension program to upgrade employed maintenance men in the repair and maintenance of load handling equipment. (2) To conduct the program in outlying areas of the district, i.e., Antigo, Medford, Stratford, and Price County, as well as the Wausau area.

Methodology: (1) Conduct a comprehensive analysis of various makes and models of load handling equipment presently used in industries within the district, (2) Determine the specific skills and knowledge necessary to perform the maintenance and repair normally done by an industrial maintenance man, (3) Develop a curriculum to teach the skills and knowledges identified, and (4) Implement a district wide extension program for industrial maintenance men.

Federal funds total \$1,500.00.

VTP 1565

Title: A Study of the Attitude Dimension of the Potential Early Withdrawal Student at NCTI.

Initiator: Russell Paulsen

Institution: North Central Technical Institute, Wausau, Wisconsin

Sponsor: Wisconsin Dept. of Public Instruction, Madison

Duration: July, 1973 To June, 1974

Objectives: To determine if measuring attitudes toward a continuing student, a withdrawing student and self can provide an index of attitude to be used with grade point averages and IQ scores to predict early withdrawal.

Methodology: (1) Three attitude tests consisting of semantic differential tests (23 scales each) will be administered to three groups of students. The test concepts will be a written description of a "drop out" from NCTI; a written description of a "successful completer" at NCTI, and Russell Paulsen. (2) Test groups will be about 150 disadvantaged high school youths attending a Career Exploration Workshop at NCTI during June, 1974, about 150 high school students attending summer programs in Wausau high schools; 400 new freshmen at NCTI, fall semester, 1974. (3) Factor analysis of each concept and each group over each concept will be conducted to determine which scales apply to which dimension of the semantic space. Distances will be established between concepts and between groups and tests of significance between the various distances will be conducted. Federal funds total \$750.00.

VTP 1566

Title: Employability Skills - A Job Placement Education Program.

Initiator: Roger H. Lambert and John D. Hartz

Institution: University of Wisconsin-Madison, Madison, Wisconsin

Sponsor: Wisconsin Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975



Objectives: Upon completion of the modules the student/individual will: (1) be able to demonstrate on a written exercise an awareness of the problems and complexity of obtaining an entry level position, (2) have inventoried his abilities, aptitudes, interests, values and personality, and translated these into an immediate occupational goals, (3) have inventoried and collated the necessary personal information and papers preparatory to job search, (4) be able to identify and utilize the variety of sources of job leads consistent with his job choice, (5) be able to fill out job application forms in a neat, accurate manner in the "normal" time period allotted, and (6) be able to identify on a written exercise key do's and don'ts for interviewee behavior.

Methodology: The final twelve months of the project when the activities include testing newly formed modules, developing the modules into a package, reproducing the program, conducting a workshop on the use of the program, and disseminating information and evaluating the final package, two professional staff persons will be employed half time - one possessing expertise regarding content, the other possessing expertise in media. Federal funds total \$27,085.00.

VTP 1567

Title: Implementation of Terminal Applications for Computer Assisted Instruction (CAI) and Student Records Systems (SRS).

Initiator: Harold R. Whaley

Institution: Fox Valley Technical Institute, Appleton, Wisconsin

Sponsor: Wisconsin Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To develop a student recording system through the use of the computer as a necessary tool, (2) To develop or purchase CAI computer assisted instructional materials to provide alternate methods of instruction, (3) To develop programs for the disadvantaged through the use of terminals, (4) To prepare materials for CAI instruction for the G.E.D. program, and (5) To prepare materials for the

Apprentice program for remote locations throughout the state.

Methodology: (1) Identify staff for participation in project, (2) Obtain existing CAI programs in various disciplines from schools now using CAI and SRS, (3) Determine type of equipment necessary to complete installation of terminals, (4) Prepare materials on methods of instruction for CAI for distribution to faculty, (5) Install terminals and other peripheral equipment for instruction, (6) Conduct training sessions for students and faculty on use of CAI, and (7) Prepare and disseminate reports of results of project. Federal funds total \$24,857.00.

VTP 1568

Title: Career Information for Area High Schools.

Initiator: Richard J. Brown

Institution: Nicolet College and Technical Institute, Rhinelander, Wisconsin

Sponsor: Wisconsin Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To provide necessary personnel to maintain the project and its elements as developed during the preceding two years, (2) To provide additional personnel to compile print materials to be used in the project sites, (3) To provide additional equipment materials, and services as requested by the site personnel directly responsible for the local implementation of the project, and (4) To provide the necessary equipment to maintain the project equipment and materials in a functioning manner. Methodology: (1) To fulfill the stated objectives it will be necessary to: (a) Maintain the current status of project personnel plus add a full-time library aide, add a second half-time position of clerical help to assist the Library Aide and elevate the half-time audio visual aide to full-time, (b) Provide additional materials and equipment, primarily in the print area, to meet stated needs in the project sites, (c) Provide specific maintenance equipment to keep the audio visual equipment and



materials in a functional state. (2) Accomplishment of the objectives with final evaluation to take place during Fiscal Year 1975. Federal funds total \$35,000.00.

VTP 1569

Title: Implementing a Flexible Year-Round Educational Program for Vocational-Technical Education - Phase II.

Initiator: S. J. Spanbauer

Institution: Fox Valley Technical Institute, Appleton, Wisconsin

Sponsor: Wisconsin Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To disseminate a multi-media presentation on year-round education to all VTAE districts who are interested in the project, (2) To develop an evaluation system for use in programs that have been converted to year-round operation, (3) To assist department staff in data analysis and in the preparation of proposals for conversion to year-round education, (4) To continue the committee function which was established in Phase I of the project and make periodic reports to the District Board and State Office, (5) To review curriculum project proposals, (6) To assist departments in order that four programs will be converted to year-round operation by September, 1976, and (7) To prepare a final report for Phase II of the project and disseminate.

Methodology: Phase I report completed and disseminated by June, 1974.

Curriculum work completed for programs converting to year-round programs in 1974-75 by August, 1974. Multi-media program made available to VTAE districts of Wisconsin by August, 1974. Year-round education begins for selected programs at FVTI in September, 1974. Evaluation system is developed for year-round programs in October, 1974. Departments analyze existing curriculum and complete data requests to district administration in November, 1974. Departments prepare implementation proposals by December, 1974. Evaluation of year-round programs completed by students and faculty by December, 1974. Proposals reviewed by year-round committee and district administration

by January, 1975. Board action on proposals in February, 1975. Curriculum proposals prepared by March, 1975. Evaluation of year-round programs by students, faculty, and consultants in May, 1975. Staff curriculum development projects completed by June, 1975. Report is written; dissemination plan is developed and implemented by June, 1975. Federal funds total \$13,740.00.

VTP 1570

Title: Career Information, Group Counseling.

Initiator: Jack Banerdt

Institution: Gateway Vocational, Technical and Adult Education District, Kenosha, Wisconsin

Sponsor: Wisconsin Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: To develop and implement additional student services directed to the minority and disadvantaged student with the objectives of improving recruitment effectiveness, increasing enrollment retention and minimizing attrition in full-time programs.

Methodology: On-the-job interview tapes will be developed for all vocational and technical programs offered by the Gateway District. Each tape will be 8-10 minutes in length and will incorporate those questions and answers which were discussed in the objective portion of the proposal. The procedure for this process will consist of combining actual on-the-job interviews, where possible, and a special telephone tape recording of graduates who cannot be interviewed in person. Federal funds total \$6,352.00.

VTP 1571

Title: Data Instrument Development for Accounting Program Improvement Study.

Initiator: Adele F. Schrag

Institution: Temple University, Philadelphia, Pennsylvania

Sponsor: Pennsylvania Dept. of Education, Harrisburg

Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To construct and test observation and interview instruments which will produce valid and reliable data when used in observing on-the-job accounting and computing occupations workers, (2) To identify specific tasks performed and frequency of performance, as well as the standard of performance required for task performance; and (3) To stratify the businesses in the five-county Delaware Valley Area by industry by size in order to select the sample population to be employed.

Methodology: A preliminary step will be the construction of a working task list using resources such as: (1) a list of all businesses in the five-counties in and around Philadelphia will be compiled and classified according to the industrial categories, (2) within each industrial category, companies will be classified as small, medium, or large, depending upon the numbers of employees. Assistance of the Administrative Management Society and the Chambers of Commerce in the five counties will be sought to gain entrance into companies from each of the industrial categories - one small, one medium, and one large. (3) Visitations will be arranged and the working instruments will be tested on employees in the accounting and computing cluster and the critical incident technique employed in ascertaining the standard of job performance on tasks. (4) Information gained from these visits will be used to modify the working task list and prepare a pilot task list with options for statements of standards of performance. (5) Five people designated as accounting and computing experts will evaluate the pilot task list in terms of inclusiveness and clarity. (6) Modifications will be made on the basis of all inputs and the instruments will be prepared for actual use. Federal funds total \$2,484.00.

VTP 1572

Title: Study of the Vocational Education Grants Management System.

Initiator: Melvin Barlow

Institution: University of California, Los Angeles

Sponsor: California State Dept. of Education, Sacramento

Duration: April 1, 1974 To September 1, 1974

Objectives: (1) To determine whether or not the present system for distributing Vocational Education funds to school and community college districts (entitlements) is based on stated Congressional intent for use of P.L. 90-576, Parts B and F, funds. (2) To determine whether or not the present systems for distributing Vocational Education funds by competitive project grants are based on stated Congressional regulations for use of P.L. 90-576, Parts A, C, D, G and H funds. (3) To determine whether or not a representative sample of school and community college district Vocational Education administrators believe that the existing entitlement and grants management systems should be changed. (4) To determine the changes, if any, in the entitlement and grants management system that a representative sample of school and college district administrators believe should be made. (5) To develop a recommended system, and an alternative, for distributing funds under each part of P.L. 90-576, that would have high impact: i.e., for such use of funds to (a) initiate new vocational education programs, (b) expand current programs beyond existing levels, and (c) provide for the highest possible ratio of local funds to distributed funds for support of vocational education. (6) To provide to the Vocational Education Unit of the California State Department of Education by September 1, 1974 a final report, in camera-ready format. Federal funds total \$16,000.00.

VTP 1573

Title: A Study of the Intraclass Grouping and Traditional Grouping on Students' Terminal Achievements During the Last Nine Weeks in First Semester Typewriting.

Initiator: Mary Jean Cignetti

Institution: Pittsburgh City Schools, Pittsburgh, Pennsylvania

Sponsor: Pennsylvania Dept. of Education, Harrisburg

Duration: July 1, 1974 To June 30, 1975

Objectives: (1) There is no significant difference in terminal class performance of students in intraclass grouping and students in traditional classroom grouping. (2) There is no significant difference

in terminal group performance of the fast, average, and slow students of intraclass grouping and the fast, average, and slow students of traditional class grouping in the areas. (3) There are no significant differences in attitudes toward the class of students in intraclass grouping and students in traditional class grouping, nor between the three groups of the experimental and control sections. (4) There are no significant changes in ability self perception of students in intraclass grouping and students in traditional class grouping, nor between the three groups of the experimental and control sections.

Methodology: The experimental design used in this study is the posttest-only control group design. This design consists of two randomly assigned groups--one control group and one experimental group, treatment to be administered to the experimental group, and measurement taken of both groups. Only terminal outcomes are to be measured. Federal funds total \$1,000.00.

VTP 1574

Title: Surveying Restaurant Skills Needs to Establish a Food Service Class.

Initiator: Lois Buhman and Lee Lowe  
Institution: Mercer Island School District #400, 4160 86th St., S.E., Mercer Island, WA 98040  
Sponsor: Washington State Dept. of Education, Olympia  
Duration: August, 1974 To October, 1974

Objectives: To determine restaurant skills needs in the Seattle area to establish a food service class from the current lack of factual knowledge to current thorough authoritative data by August, 1974 at a cost of \$461.00 in federal funds.

Methodology: The research will be undertaken by administering a survey seeking answers to a series of pre-determined questions during twenty personal interviews. An amount of time in August equivalent to two weeks is anticipated to conduct the survey and compile the report. Federal funds total \$1,478.00.

VTP 1575

Title: Curricular Change For Teaching Teenage Parents.

Initiator: Floyd Winegar  
Institution: Upper Yakima Valley Vocational Cooperative, Yakima, WA  
Sponsor: Washington State Dept. of Education, Olympia  
Duration: October, 1974 To December, 1974

Objectives: (1) To increase the number of teachers who understand the problem, who have sufficient informational background, and whose attitude allows them to deal affectively with teenage parents. (2) To develop a class using teachers who are presently dealing with teenage parents as a pilot group.

Methodology: The class will be conducted on a group process oriented approach. A qualified leader will be chosen to lead the class planning activities. Teachers enrolled in the group will identify needs of teachers to deal with educational problems associated with teenage parentage. The teachers enrolled will seek modes of satisfying the needs identified. There will be a pre and post evaluation of: understanding of the problem, informational background of participants, attitudinal measurement instrument. Federal funds total \$8,985.00.

VTP 1576

Title: A Compilation, Preparation, and Distribution of Instructional Materials That Emphasize Positive Work Ethics in Relation to Occupational Choice.

Initiator: Charles Curry  
Institution: Virginia Polytechnic Institute and State University, Blacksburg, Virginia  
Sponsor: Virginia State Dept. of Education, Richmond  
Duration: September 30, 1974 To June 10, 1976

Objectives: (1) To locate and obtain copies of existing instructional materials related to teaching pride in good workmanship, ethical conduct, and a realistic self-image, (2) To evaluate, organize, and compile these materials into An Annotated Bibliography of

Curriculum Materials in Vocational Education Related to Instruction in Work Ethics, (3) To prepare

additional instructional materials which add to the body of available information and fill the gaps where materials are limited, (4) To familiarize high school students within the state with a variety of forms of work ethics, and (5) To evaluate the efficacy of curriculum materials on the work ethic prepared for junior and senior high school vocational students.

Methodology: The materials will be collected through the following procedures: (1) A letter will be developed, with expert assistance, to gather curriculum materials that have been developed in the area of work ethics; (2) This letter will then be sent to all vocational teacher education departments, curriculum development centers and research coordinating units in the country requesting a copy of available curriculum materials in the area of work ethics; (3) Additional letters will be sent to state representatives of the National Network for Curriculum Coordination in Vocational-Technical Education; (4) Also, letters will be sent to all persons responding to the nationwide search for new and/or revised instructional materials in the areas of occupational and career education; and (5) Each State Department of Education will also be surveyed for instructional materials developed in the area of work ethics. Federal funds total \$3,600.00.

VTP 1577

Title: Survey and Documentation of Vocational Skills/Needs and Corresponding Job Availability in the Orting School District.

Initiator: Erline Polich and John Hovey

Institution: Orting School District #344, P. O. Box 687, Orting, WA 98360

Sponsor: Washington State Dept. of Education, Olympia

Duration: August, 1974 To September, 1974

Objectives: To determine the vocational skills/needs in the Orting School District and the availability of corresponding job opportunities within a 40 mile radius not later than October 30, 1974 at a cost of \$1,478 to the federal government.

Methodology: A survey and documentation of the skills/needs of both the district and prospective employers would provide the administration with the authoritative data needed for orderly and progressive program planning. The knowledge gained would be invaluable in that the survey will be organized so that the people will be telling us of their needs and not what we believe their needs to be. The data compiled will also prove invaluable in the final stages of facility planning for the new building program which is now in progress. Federal funds total \$461.00.

VTP 1578

Title: Development of a Job-Opportunity Based Planning Model for High School Vocational Agriculture Programs.

Initiator: Richard Stinson

Institution: The Pennsylvania State University, University Park, PA

Sponsor: Pennsylvania State Dept. of Education, Harrisburg

Duration: July 1, 1974 To June 30, 1975

Objectives: A planning model for high school vocational agriculture programs based on job opportunities will be developed: (a) To obtain a description of the geographical area within which graduates obtain their first entry level positions, (b) To obtain a description of an appropriate method for gathering and recording data on job-entry level positions in agriculture within the job opportunity area, (c) To obtain a description of an appropriate method for determining the hierarchy of competencies required for these job-entry level positions, or positions requiring short-term post-secondary training, and (d) To obtain a description of an instructional program planning model in vocational agriculture based on the above concepts. Methodology: The general design of the study is to develop the model on the basis of surveys of graduates of vocational agriculture programs, surveys



of agricultural businesses, a survey of competency studies, and a survey of current research on program development; and to explain its use through one-day seminars. A random selection of Pennsylvania high schools will be made so as to provide at least five samples from each of the following occupational areas: (1) Agricultural production, (2) Agricultural supplies and services, (3) Agricultural mechanics businesses, (4) Agricultural products businesses, (5) Ornamental Horticulture, (6) Agricultural resources, and (7) Forestry. Graduates of the past three years of these programs will be surveyed to determine the geographic area within which each obtained his first job, the title and description of that job, and his occupational area of study in high school. Agricultural businesses within the job-opportunity area will be surveyed to determine titles of job-entry positions, the numbers of such positions, and annual openings for them. Labor Market Data from the Bureau of Labor Statistics will also be used. Certain data from a 1965 study by the Department of Agricultural Education will be used. Federal funds total \$30,272.00.

VTP 1579

Title: An Education - Industry Exchange Program for Vocational Teacher Education Preparation.

Initiator: V. N. Hukill

Institution: State College of Arkansas, Conway

Sponsor: Arkansas State Dept. of Labor, Little Rock

Duration: September 1, 1974 To August 31, 1976

Objectives: (1) To provide teachers with industry skill training through a graduate cooperative education program in order to become proficient in specialized areas of vocational education, (2) To enable craftsmen and skilled workers interested in teaching to gain teaching competencies through an undergraduate program designed specifically to meet individual participant's needs, and (3) To develop training curriculums for both

populations of participants to be served and to make these curriculums available to other institutions of higher education.

Methodology: (1) A project director will have major responsibilities in providing the instructional activities to both groups of participants. Also, the project director will be responsible for developing a syllabus or training curriculum to meet the respective needs of each target group; i.e., teachers of vocational education proficient in both industry skill and teaching competencies, (2) Select five to ten teachers who aspire to teach in vocational education and provide related work experience through a graduate cooperative education program, (3) Select approximately ten craftsmen or skilled workers who recognize a need to develop teaching competencies and gain undergraduate credit toward receiving a Baccalaureate degree, and (4) Develop new procedures, methods and techniques to augment the existing vocational teacher education program by providing more flexibility to train specialized vocational education teachers not currently being trained in regular colleges and university programs. Federal funds total \$24,671.00.

VTP 1580

Title: General Follow-up Study.

Initiator: Charles M. Whitson

Institution: Windham School District, Huntsville, Texas

Sponsor: Texas Education Agency, Austin

Duration: July 1, 1974 To June 30, 1975

Objectives: To determine the relative effectiveness of the academic and vocational education programs of the Texas Department of Corrections in meeting the task of providing the ex-offender with adequate employment skills to perform at least marginally in free society.

Methodology: Three staff members will design and implement the General Follow-up Study. Matched control groups will be selected to provide a baseline of information to be compared to three treatment groups consisting of academic, vocational, and work furlough trainees. The data collection method will consist



of the administration of behavioral interviews to 250 ex-offenders who have been released from the Texas Department of Corrections for a period between one and two years. A statistical analysis will be conducted to determine the significance of differences between the treatment and control groups. Federal funds total \$57,890.00.

## VTP 1581

Title: Greater Milwaukee Metropolitan Area Career Education Project Office Proposal, Phase III.

Initiator: Richard G. Manske

Institution: Milwaukee Area Technical College, Milwaukee, Wisconsin

Sponsor: Wisconsin State Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To act as a catalyst for the development of K-Adult career education programs, (2) To collect and disseminate, on a periodic basis, information about career education activities taking place in the Milwaukee area and elsewhere through the publication of a monthly newsletter and through the use of a project operated career education lending library, (3) To cooperatively plan and conduct a continuing series of career education workshops, seminars and conferences for teachers, counselors and administrators from public and private schools in the Milwaukee area, (4) To cooperatively plan and conduct workshops, seminars and conferences where adult members of the public, particularly women, can learn about career education as it relates to career choice and decision-making in their own lives, and (5) To seek out and work with business, industry, labor and community organizations to foster career education programs in the Milwaukee area.

Methodology: (1) Periodic visits by the project director and/or associate director to area schools to discuss career education needs and assist in planning career education programs, (2) Publication of a monthly career education newsletter to disseminate career education information to all

public and private schools in the Milwaukee area, (3) Operation of a career education lending library, (4) Cooperatively planning and conducting three one week career education workshops for area K-12 educators as well as shorter conferences and workshops as opportunities become available, (5) Cooperatively planning and conducting several adult careers conferences to further the effort begun with the New Careers Conference conducted in February, 1974, and (6) Offering area schools assistance in planning and implementing career education in-service programs through presentation of programs, lending resource materials and participation in planning. Federal funds total \$42,606.00.

## VTP 1582

Title: Vocationally Coordinated Curriculum for General Education.

Initiator: Philip Stoll

Institution: Moraine Park Technical Institute, Fond du Lac, Wisconsin

Sponsor: Wisconsin State Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To restructure the general education curriculum (communications, human relations and math) to become more applicable to the various occupations it serves in our one and two year diploma programs, (2) To provide flexibility in: (a) application of subject matter, (b) method of instruction, (3) To explore opportunities for innovative methods, (4) To coordinate general education curriculum with needs of the student and employer, (5) To coordinate general education curriculum with the objectives of vocational programs, (6) To coordinate the implementation of the general education curriculum with the counseling process, and (7) To investigate the applicability of the general education curriculum to other VTAE districts.

Methodology: (1) Survey the personal needs and interests of the students, (2) Survey the needs of students in the different vocational programs as these needs apply to the general education curriculum, (3) Prepare a questionnaire to facilitate obtaining pertinent

information regarding employers and employees engaged in occupations which fall under the umbrella of our one and two year diploma programs, and (5) All data collected will be categorized within the three general education areas, (communications, human relations and mathematics) as indicated in procedure one according to subject areas. Federal funds total \$11,612.00.

VTP 1583

Title: Investigating the Interaction of Learning Styles and Types of Learning Experiences and Assessment of Their Impact Upon Learning in Post-Secondary Vocational-Technical Education Programs.

Initiator: Stanley Spanbauer

Institution: Fox Valley Technical Institute, Appleton, Wisconsin

Sponsor: Wisconsin State Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To identify the learning styles and preferred teaching styles of all incoming Fox Valley Technical Institute students via alternative forms of learning styles instruments, (2) To identify the learning styles and teaching styles of selected Fox Valley Technical Institute faculty, (3) To identify the reading level and/or style of the curricular materials, (4) To match the learning style and preferred teaching style of selected students with the content, media, learning environment and teaching styles via alternative forms of matching, (5) To assess the impact of the matching listed in objective four above, (6) To implement the ideal Personalized Educational Program Model which provides for diagnostic testing and the providing of alternative forms of learning to meet a given objective, (7) To revise the computer based management system for determining the type of learning experiences appropriate for each student, and (8) To revise the information system designed to provide feedback to teachers on the progress of their students and the

suggesting of alternative learning experiences.

Methodology: (1) Diagnostically test all incoming students at FVTI, (2) Diagnostically test additional faculty who would like to be mapped, (3) Develop evaluation instruments and monitoring devices for Phase III, (4) Orient the faculty to Phase III of the project, (5) Select key faculty and programs within each major division for tight controls and field testing of the project materials, (6) Initiate the field test phase of the project, and (7) Collect evaluation data throughout the semester. Federal funds total \$48,606.00.

VTP 1584

Title: Evaluation of Farm Training.

Initiator: Leonard Warner

Institution: Fox Valley Technical Institute, Appleton, Wisconsin

Sponsor: Wisconsin State Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To determine if the farm training program is meeting its objectives, (2) To determine if present guidelines have contributed to or reduced the possibility of obtaining the program objectives, (3) To determine if the program and or guidelines could be modified and still provide effective farm training, (4) To determine if the program format could be adapted "i.e. nine month program" so that the costs could be reduced and/or FTE's could be increased, (5) To identify selected social, economic, and individual benefits acquired from this program, and (6) To determine the educational needs for graduates of the farm training program and to suggest programs for meeting these needs.

Methodology: Agricultural coordinators from the 12 VTAE districts conducting farm training programs will be asked to submit the names and addresses of all students presently enrolled in their 5th year of the program and those who graduated from the program in June of 1973. A random sample of 100 to 125 prospective respondents will be drawn from each of these lists of students submitted by the district in proportion

to the number of students enrolled by the district to the total population. A questionnaire will be prepared and administered by Leonard Warner, former agriculture coordinator at Fox Valley VTAE District, by means of a personal interview. These interviews will be conducted either at the respondents home or class center. In addition, Mr. Warner will interview 20 young farmer instructors using a questionnaire similar to the one used for the student respondent. Federal funds total \$8,400.00.

VTP 1585

Title: Civil Highway Curriculum Evaluation.

Initiator: K. W. Haubenschild

Institution: Northeast Wisconsin Technical Institute, Green Bay, Wisconsin

Sponsor: Wisconsin State Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To obtain the following: (a) Employer ratings of graduate performance, (b) Employer listings of job tasks, (c) Employer ratings of present curriculum content, (d) Employer recommendations for curriculum content changes, (e) Graduate/employee listing of job tasks, (2) To uncover the basis for revision of the Civil Highway curriculum based on (1) how the graduate has performed, (2) how the employer sees the job and related educational program objectives, and (3) how the employee sees the job and related educational program objectives.

Methodology: Collect curriculum materials from all four programs. Identify differences and similarities in teaching methods, content, and specific performance and behavioral objectives. Assimilate data. Develop a working knowledge of all the programs. Identify the common elements of all the programs using the lowest common denominator for development of the questionnaire. Obtain mailing lists of employers and graduates. Federal funds total \$1,829.00.

VTP 1586

Title: Graduate Student Research Grants - Phase IV.

Initiator: Orville Nelson

Institution: University of Wisconsin-Stout, Menomonie, Wisconsin

Sponsor: Wisconsin State Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To develop the skills required to design, manage and carry out a small research project, (2) To develop positive attitudes toward research on the part of the graduate students involved, (3) To estimate the degree to which graduate students can generate research of value to the VTAE system, (4) To identify the critical skills and support services required to design and complete a research project, and (5) To determine the long-range impacts of the graduate student research experience (Follow-up study of previous graduate student researchers).

Methodology: (1) Graduate students surveyed for interest in writing research projects, (2) Request for research proposals made to graduate students, (3) Graduate students develop subproject proposals, (4) Subproject proposals reviewed on campus by student's committee and project director, (5) Graduate student writes final draft of proposal, (6) Proposal forwarded to WBVTAE, (7) WBVTAE reviews and evaluates proposals, (8) Graduate students with approved subprojects work to achieve objectives of their projects, (9) Progress and problems of graduate students assessed by the director of master project, (10) Follow-up study of post graduate student researchers conducted, and (11) Impact of the graduate students' projects on their skills and attitudes evaluated. Federal funds total \$5,000.00.

VTP 1587

Title: Follow-Up Study of 1973 Summer Program Offered Jointly by Stout and NCTI.

Initiator: Russell Paulsen

Institution: North Central Technical Institute, Wausau, Wisconsin

Sponsor: Wisconsin State Dept. of Public Instruction, Madison  
Duration: July, 1973 To June, 1974

Objectives: (1) Determine faculty reaction to the project in the high school where the student is in regular attendance, (2) Solicit reactions from students that were in the program as to their feelings concerning value it had for them, and (3) Explore parental/guardian reaction as to the value that they may have seen as a result of their son/daughter/ward having been involved in the experience.

Methodology: The format to be followed in concluding the follow-up will be to: (1) Make a phone contact with the parent/guardian and request a personal appointment with the parents/guardian and the individual who participated in the program, (2) Conduct a personal interview with parent/guardian and participant using a standard set of questions, and (3) Visit the school which each student attends and interview the faculty person that normally has contact with the individual to solicit reactions to the program using a standard set of questions. Federal funds total \$375.00.

VTP 1588

Title: Evaluation of Architectural Technology Curriculum.

Initiator: Merlin Maiers  
Institution: Madison Area Technical College, Madison, Wisconsin  
Sponsor: Wisconsin State Dept. of Public Instruction, Madison  
Duration: July, 1974 To June, 1975

Objectives: (1) To verify and develop recommendations for revision of the essential dimensions of the two-year programs in Architectural Technology work, (2) To obtain an employer assessment on the amount and type of general vs. technical related education in the above programs, (3) To ascertain an employer assessment on future employment shifts, occupational changes, mobility of labor force, future manpower needs, and advance warning of technological change of significance to the Architectural Technology programs,

and (4) To develop recommendations for improvement of effectiveness and increase relevance of the curriculum in content, equipment, facilities, program organization, administration and staffing.

Methodology: The survey method will be used in gathering data from 150 employers in the state of Wisconsin who have hired graduates that were awarded an associate degree in Architectural Technology program in the Wisconsin Schools of Vocational, Technical and Adult Education, (2) A questionnaire will be developed. The purpose of the questionnaire will be to determine from the employer their satisfaction with the employee as to the concepts presumably learned in the curriculum, (3) The curriculum requirements of the Wisconsin Board will be used as a basis for construction of the questionnaire, (4) A mailing list of employers will be developed, (5) A list of 1967 thru 1972 graduates mailing addresses will be obtained from the five VTAE Districts offering Architectural Technology Programs, (6) The questionnaire with an appropriate cover letter will be mailed to employers from the State Director of Vocational, Technical and Adult Education, and (7) The data will be analyzed in terms of summations and percentage of responses. Federal funds total \$1,501.00.

VTP 1589

Title: A Study of the Transportability and Effectiveness of the UW-Stout CMIS in Individualized Instruction Systems Based Upon Learning Styles.

Initiator: Allan Hilgendorf  
Institution: University of Wisconsin - Stout, Menomonie, Wisconsin  
Sponsor: Wisconsin State Dept. of Public Instruction, Madison  
Duration: July, 1974 To June, 1975

Objectives: (1) Review the computer programs and information obtained from two different trial applications of a Computer Managed Information System (CMIS) to formulate a more generalized flow chart of the basic model, (2) Complete a set of instructions along with appropriate system logic flow



charts to aid instructors in adapting the CMIS model to their particular teaching environment, (3) Produce detailed logic flow charts with sample programs coding of those concepts which would be used in most applications of the CMIS model, (4) Implement the CMIS model in three VTAE schools and assist teachers and administrators with adapting the system to their particular educational and computing environments, (5) Identify all hardware and/or logic related problems involved with implementing the CMIS in those three environments and use that information to improve the system portability.

Methodology: (1) Prepare flow charts and descriptive information concerning the Computer Managed Information System used in two pilot applications at UW-Stout, (2) Identify and contact three VTAE schools who would agree to implement the system during the second semester, (3) Prepare descriptions of the hardware and curricula environments of the three proposed applications, (4) Write detailed instructions describing how to implement the basic learning styles concepts which would be included in all three applications, (5) Visit the three application sites (2 or 3 days at each site) and help the instructors plan their system and begin producing learning materials, (6) Help write programs and provide consulting services for testing the three systems, (7) Provide consulting services for implementing each of the three systems (One day visit to each site), and (8) Begin analysis of data concerning problems of construction and implementing the CMIS. Incorporate necessary changes in the basic model. Federal funds total \$5,000.00.

#### VTP 1590

Title: Self-Instructional Slide/Tape Series for ERIC and NTIS Users: Phase II--Developing Self-Instructional Materials for NTIS Users.

Initiator: Beulah Howison

Institution: University of Wisconsin - Stout, Menomonie, Wisconsin

Sponsor: Wisconsin State Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To develop a self-instructional package which will encourage and motivate the vocational-technical educators in the VTAE schools to utilize NTIS, (2) To develop a self-instructional system for accessing the information from NTIS which related to VTAE problem areas, and (3) To evaluate the impact of the two pilot self-instructional systems to determine if they bring about increased motivation and utilization of the systems.

Methodology: (1) Design, develop art work and product two pilot motivational type self-instructional packages for users of NTIS, (2) Evaluate the impact of the motivational packages through reactions from selected VTAE staff, (3) Develop two slide/tape series for accessing NTIS to include how the user may obtain the fiche or hard copy, and (4) Evaluate the slide/tape series to determine problems encountered in accessing NTIS fiche, etc. Federal funds total \$2,952.00.

#### VTP 1591

Title: Information Retrieval Demonstration and Research Project.

Initiator: Roger H. Lambert

Institution: University of Wisconsin-Madison, Wisconsin

Sponsor: Wisconsin State Dept. of Public Instruction, Madison

Duration: July, 1974 To June, 1975

Objectives: (1) To install and make operative, computer terminals in interested districts which did not participate in the previous project, (2) To train at least one person from each project district to operate and to gain access to the computerized information retrieval system, (3) To conduct in-service sessions at the convenience of local personnel for all district staff in any of the districts participating in either information retrieval project, (4) To "bring up" the National Technical Information Service (NTIS) tapes for use by the districts, (5) To train all district persons through in-service in the retrieval of information from NTIS, (6) To continue to provide consultant assistance to individual district



personnel as needed to maximize the retrieval capabilities of the system, (7) To identify alternate potential educational uses which may be made of the various computer terminals such as CVIS, and (8) To establish procedures for, and train the terminal operators to use, a "mailbox" program, wherein the computer will prepare output for mailing directly to the district users.

Methodology: (1) Six to eight additional terminals will be installed in schools without units for four-month trial periods, (2) Further in-service sessions for the entire staff will be conducted. It is anticipated that the project staff will spend at least four days in each district up-grading existing operators and eight days in each new installation plus any on-call or staff in-service programs, (3) An analysis of alternative potential uses of computer terminals to the district will be made and reported on in the course of the project, (4) The project staff person will be on-call to provide assistance to local districts, (5) The project staff will work with State Board staff, the Department of Public Instruction staff and the University of Wisconsin Computer Center staff in implementing the project and in developing user information material, (6) The project staff will assist interested districts in planning to become a "regional center" for information retrieved, and (7) A "mailbox" program will be established to allow the user to request output to be mailed directly from the computing center in an effort to eliminate the need for a courier. Federal funds total \$16,373.00.

## VTP 1592

Title: Continuation and Diffusion of a Model Occupational-Oriented Curriculum.

Initiator: David G. Minnis

Institution: Northwest Tri-County I.U. #5, Erie, Pennsylvania

Sponsor: Pennsylvania State Dept. of Education, Harrisburg

Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To integrate occupational and self-awareness with the basic academic materials of the 9th grade level, (2) To individualize the learning program for each student to meet his interests and concerns, and (3) To demonstrate the feasibility of using existing computer facilities for storage and retrieval of vocationally oriented curriculum.

Methodology: This project will concentrate on the continuation and diffusion of a model computer resource, occupationally oriented curriculum at the 9th grade level. This section of the proposal describes the scope of work necessary in order to bring about curriculum change which will emphasize the exploratory concept. The junior high component, as well as the guidance and counseling emphasis, described below will include the two (2) operations of the continuation and diffusion. Federal funds total \$54,591.93.

## VTP 1593

Title: An Analysis of the In-Service Education Practices, Procedures and Perceptions of Vocational-Technical Teachers and Supervisory Leaders in the Area Vocational-Technical Schools of the Commonwealth of Pennsylvania.

Initiator: Herbert L. Keyser

Institution: Temple University, Vocational Education Division, Distributive Education Department

Sponsor: Pennsylvania State Dept. of Education, Harrisburg

Duration: July 1, 1974 To June 30, 1975

Objectives: The solution of the problem specifically will require the answer to the following questions: (1) What in-service education practices are actually being performed in vocational education? (a) as perceived by vocational-technical teachers, (b) as perceived by supervisory leaders; (2) What is the relationship between the perceptions of the vocational-technical teachers and supervisory leaders concerning the descriptive assessment of in-service education practices actually being performed in vocational education?; (3) What is the relationship

between the responses of the vocational-technical teachers from the seven economic sectors concerning the in-service education practices actually being performed?; (4) What in-service education practices should be performed in vocational education? (a) as perceived by vocational-technical teachers, (b) as perceived by supervisory leaders; (5) What is the relationship between the perceptions of the vocational-technical teachers and supervisory leaders concerning the prescriptive assessment of in-service education practices that should be performed in vocational education?

Methodology: This study will survey all seventy-six area vocational-technical schools in the Commonwealth of Pennsylvania. The population for the supervisory leaders will consist of a sampling from all seventy-six schools. Due to the fact that all schools do not have teachers in all seven vocational areas, it will be necessary to take a random sampling from the population of seventy-six schools to determine the number of proportionate teachers needed from each vocational area. The number of teachers needed to be sampled for a specific vocational area will be determined by the optimum allocation method of random sampling in order to derive proportions that are statistically needed for this study. No attempt will be made to match teachers and supervisors from the same school in our one to one ratio sampling of teachers and supervisory leaders. Questionnaires will be sent to 329 Pennsylvania area vocational-technical teachers and 329 supervisory leaders. This study will exclude teachers of academic subjects in these schools. Federal funds total \$980.00.

VTP 1594

Title: VEMIS Back-Up Facility and Transfer of Functions.

Initiator: Edward J. Golden, Jr.

Institution: Lancaster-Lebanon I.U. #13, Lancaster, Pennsylvania

Sponsor: Pennsylvania State Dept. of Education, Harrisburg

Duration: July 1, 1974 To June 30, 1975

Objectives: One must look at the functions of the Bureau of Vocational Education to determine the objectives to be achieved by this project. The design and operation of VEMIS will provide for meeting the information needs of the following management functions: (1) Establishing/influencing program goals and objectives, (2) Establishing/communicating policies and guidelines, (3) Establishing/applying program approval standards, (4) Collecting/reporting program descriptive information, (5) Identifying/solving problems concerning objectives, (6) Forecasting/projecting program characteristics, (7) Planning changes related to program objectives, (8) Reporting information to other agencies, (9) Coordination of planning with other agencies, (10) Researching for solution to basic program problems, (11) Evaluation of vocational programs regarding objectives.

Methodology: This proposal is designed to provide for an orderly transfer of selected VEMIS computing functions that are now being performed by the contractor. The present computing effort involves the following phases: (1) Computer printing of forms, (2) Scanning of forms, (3) Error checking of scan tapes, (4) Production of file edit error lists, (5) Production of preliminary master tapes, and (6) Production of directories and reports. Phase I of this project provides for the transfer of the computing function that will allow for production of directories and reports. Directories and reports are produced from master tapes that will be provided to the intermediate unit by ESRI. These master tapes, error free and updated by the contractor, will be used as input to directories and report production runs. Phase II, which will begin in December, 1974 or January, 1975, will provide for the receipt, conversion and testing of the programs that preprint computer data collection forms, produces file edit error lists to help develop valid transactions for input to creation and updating of the master files, master file creation and updating. Federal funds total \$31,443.05.

VTP 1595

Title: An Examination of the Relationship

Between High School Experiences of Youth and Success and Satisfaction in Post-Secondary Endeavors.

Initiator: Edwin L. Herr and Jerome T. Kapes

Institution: The Pennsylvania State University

Sponsor: Pennsylvania State Dept. of Education, Harrisburg

Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To collect all relevant data concerning the post high school experiences of the 1974 graduating classes of Hazleton and Williamsport, Pennsylvania, school systems. (2) To transform this raw data into its most usable form and store it on computer tape merging it with previous in-school data already collected on these samples. (3) To provide the Hazleton and Williamsport school systems with comprehensive follow-up information on their graduating classes of 1974. (4) To maintain and update the current data tapes from all three samples in order to make it possible for other studies to be conducted. (5) To conduct and report on a comparative study of the post high school experiences of graduates of the three school systems (Altoona, Hazleton, and Williamsport) in terms of employment status, post high school institution-high school experiences, and other pertinent variables. (6) To provide for cooperative research endeavors among the faculties and graduate students of the Departments of Counselor Education and Vocational Education through making data and technical assistance available.

Methodology: (1) The general design for this study involves the collection of the data necessary to conduct the comparative study described in objective number 5. The collection of data will serve the purposes described in all other objectives. The data will be collected according to the time schedule set forth under subsection 5 (Time Schedule). Because this data will be added to the data bank previously established, the general design could be properly described as longitudinal; however, the particular study described under objective 5 is cross-sectional in

nature. Other studies which are anticipated as outcomes of this data collection (through separately submitted mini-grant proposals, other separately sponsored research, and university sponsored research) will most likely be longitudinal in nature. The samples for this study are composed of the graduating classes of Altoona (1972) and Hazleton and Williamsport (1974) although only data from the latter two samples is necessary to collect at this time. Federal funds total \$17,718.00.

VTP 1596

Title: A Triangular Teaching Process in Mass Communications.

Initiator: Ed Allen

Institution: Daviess County School System

Sponsor: Kentucky State Dept. of Education, Frankfort

Duration: September 1, 1974 To June 30, 1975

Objectives: (1) To utilize the expertise of staff and the resources of Apollo High School, the Daviess County Vocational School and Kentucky Wesleyan College to teach a high school level course in Radio-TV communications, (2) To explore and prepare students in the fundamentals of Radio and Television, from both technical and editorial viewpoints, and (3) To give students opportunities to explore mass communications careers - their strengths and weaknesses.

Methodology: Two instructors from Apollo High School, consultant assistant from Kentucky Wesleyan College and the Television lab from the Daviess County Vocational School will serve as a triangular approach to teaching. Participants will be secondary students from Apollo High School. Local radio and TV stations will provide air time and job opportunities for participants. Federal funds total \$8,188.00.

VTP 1597

Title: Career Education for Region 12 (Hazard).

Initiator: B. E. Childers

Institution: Commission on Occupational Education Institutions, Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., Atlanta, Georgia, 30308

Sponsor: Kentucky State Dept. of Education, Frankfort

Duration: September 1, 1974 To March 1, 1975

Objectives: To provide a third party assessment of Career Education for Region 12 (Hazard).

Methodology: Three Consultants will develop full assessment procedures in detail after consultation with the project staff and the Kentucky Career Education Technical Committee. Site visits will be made by a consultant at least once each six weeks period and a written summary prepared of the visits. In addition, an interim report will be prepared at the end of the first three months and a full final report prepared upon completion of the project. During the final quarter of the year, an evaluation team will visit the project and, following the team visit model established by the Commission on Occupational Education Institutions, will prepare a written report of the findings including recommendations and suggestions. A steering committee consisting of one representative from the Elementary Commission, the Secondary Commission, the College Commission, and the Educational Improvement Program has been organized and will meet at least once each quarter. In addition, efforts will be made to involve the State Committee Chairmen in the activities of the steering committee. Federal funds total \$6,408.00.

VTP 1598

Title: An In-School Job Placement Service for Secondary School Students.

Initiator: Kenneth C. Gray

Institution: Mt. Ararat School, Topsham, Maine

Sponsor: Maine State Dept. of Educational and Cultural Services, Augusta

Duration: July 1, 1974 To June 30, 1975

Objectives: To develop, field test, and evaluate a secondary school job placement model which is integrated into an existing guidance program.

Methodology: The Mt. Ararat guidance department will organize and field test a job placement program which will be an integral part of the on-going career development guidance program. A job placement team model will be developed to use in small high schools without large guidance departments. Job placement will be provided for graduating seniors, students seeking summer employment, students terminating their education early, and those looking for part-time work during the school year. The model will be organized into five segments or activities: needs assessment, job development, student development, placement dissemination, and follow-up and evaluation. The job placement coordinator will have full-time job development responsibilities, lead the placement team, and field test a follow-up program for recent graduates. A placement counselor will take full responsibility for placement of underclassmen (grades 9, 10, 11), group guidance activities and material development. The relation of secondary school job placement and adult education programs will be explored. Federal funds total \$20,470.00.

VTP 1599

Title: Development of Multi-Media Career Units for Use with Students in Higher Education.

Initiator: Adrian J. Sewall

Institution: Office of Career Planning and Placement, University of Maine, Orono

Sponsor: Maine State Dept. of Educational and Cultural Services, Augusta

Duration: September, 1974 To June 1, 1975

Objectives: To provide for the development of three basic multi-media units to be used in the career development of post-secondary school youth to help them determine (a) their values, interests and aptitudes and



what types of careers are compatible with them (b) the resources available in the community and university communities to help them explore, seek out and experience work in these careers.

Methodology: (1) Extensive surveys will be conducted of all career resources in the greater Bangor area; and of all career resources available at Eastern Maine Vocational Technical Center, Husson College and UMO. (2) A complete script will be produced for a unit dealing with self-awareness as it relates to career choice. (3) Slides and audio tape scripts will be synchronized into self-contained units to provide a model for other professionals in career education. (4) A final written report will be printed for the Bureau of Vocational Education and disseminated to appropriate persons in educational institutions in the greater Bangor area. Federal funds total \$9,883.00.

VTP 1600

Title: The Effects of Selected Instructional Strategies on Learning Efficiency in Vocational-Technical Education Programs: Phase II.

Initiator: Robert Drummond

Institution: SAD #9, Farmington, Maine

Sponsor: Maine State Dept. of Educational and Cultural Services, Augusta

Duration: September, 1974 To June, 1975

Objectives: (1) As a result of the review of research, several common tasks or instructional objectives which are generally included in the curriculum offerings of intermediate and secondary school vocational education programs, will be selected for study in the experimental phase of this study, (2) Appropriate video tapes will be developed to assist in the instructional phases of these tasks (e.g., skills to be mastered in various phases of carpentry work, or automobile repair, etc.) These tapes will be produced by the Bureau of Vocational Education. The director will choose the skills and the teachers to demonstrate these skills, (3) Testing

procedures and criteria of evaluation will be developed to measure level of mastery of the skills selected, (4)

The video tapes will be used under various combinations of treatment conditions (i.e., video tape alone, tape and "hands-on" experience).

Through the utilization of a controlled experimental design and the subsequent statistical analyses, the investigators will attempt to determine which method (or methods) produce the most effective learning.

Methodology: A post-test only-control group design would be utilized. For each of the tapes used, the students would each be assigned to a different treatment group so that they each could perform under all experimental conditions and so that the teacher could teach under all conditions. Federal funds total \$14,350.00.

VTP 1601

Title: COPE (Career Opportunity Placement and Evaluation)--Employment for High School Seniors and/or Drop-outs.

Initiator: Carl H. Helms

Institution: Biddeford School Department, Maine

Sponsor: Maine State Dept. of Educational and Cultural Services, Augusta

Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To operate an educational component that will offer a classroom-practicum experience to all youth exiting school which will enable them to acquire and retain employment, (2) To develop lines of communication with business, industry, the Maine Department of Manpower Affairs, and other service agencies which will facilitate the entry of youth leaving school into the labor market, and (3) To provide placement and follow-up services to all youth commensurate with their needs and abilities.

Methodology: A twenty class meeting education component is planned to assist the student to acquire job seeking skills, understand his own abilities and interests, and how to keep a job that he wants as well as to leave a job which he does not wish to continue in. Supplementary testing will



be done to complete the data available on each student. The program director will visit possible employers in order to develop job opportunities for his clients. To this end he will make use of assistance from his Advisory Committee. He will also work with the youth once placed, in order to assist him further. Finally, he will collect data which may be used to determine the areas of the curriculum that are strong as well as indicating where some revision or additions might be in order. Federal funds total \$28,998.86.

## VTP 1602

Title: Development and Implementation of a Statewide Vocational Education Terminee Follow-Up System for Alabama.

Initiator: James Bob Drake

Institution: Occupational Research and Development Unit, Department of Vocational and Adult Education, School of Education, Auburn University, Alabama

Sponsor: Alabama State Board of Education, Montgomery

Duration: July 1, 1973 to June 30, 1974

Objectives: (1) To develop and implement a preparatory vocational terminee follow-up system for Alabama consisting of the following major components: (1) Occupational Patterns Surveys (4 month, 1 year to 15 months, 3 year and 5 year); (2) Terminee Satisfaction Surveys; (3) Employer (immediate supervisor) Satisfaction Surveys; and (4) Curriculum Adequacy Surveys, (2) To develop: (1) Occupational Patterns Survey Instruments for four month, one year to fifteen months, three year, and five year follow-up; and (2) Curriculum Adequacy Instruments (five), (3) To develop or adapt computer programs to process all survey data, (4) To develop a follow-up system that can be utilized for all federal reporting, and (5) To develop follow-up reports to be returned to each individual preparatory instructor. Methodology: The sample (847 instructional programs) was selected by the state supervisory staff. After the sample was selected, each instructor was notified that their program would be involved in the

follow-up. Each instructor was sent sample materials for illustration and discussion with their students in hopes of increasing the rate of survey return. All instructors were asked by their respective state supervisors to complete the Student Rosters by OE Code and return them to their state supervisor for checking and forwarding to the Occupational Research and Development Unit. Federal funds total \$129,207.00.

## VTP 1603

Title: Manpower Management Information System: Educational Resources.

Initiator: John L. Van Zant

Institution: Ventura County Schools, Ventura

Sponsor: California State Dept. of Education, Vocational Education Section, Sacramento, California

Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To prepare appropriate California Course Codes and descriptor modifications necessary to accommodate Vocational Education program identification and reporting requirements and submit the recommended modifications to the State Department of Education and the Chancellor's Office of California Community Colleges, (2) To design vocational education program input reporting documents and pilot test in a minimum of five districts of Ventura County and six selected districts of San Bernardino/Riverside Counties. The data obtained from the test should be commensurate with the reporting requirements of the VE 48 and the student completion column of VE 45, as well as other identifiable long-range needs of the Manpower Management Information System, (3) To develop a data processing system that can accommodate the three types of data input methods (manual, semi-manual and computerized). Conduct a pilot test at the educational levels of district and county to determine if vocational education enrollments/completion reports (VE 48's and 45's) can be generated from the state required "October" reports, (4) To develop acceptable and uniform definitions for what constitutes a "program", an "enrollment", and a

"completion" and submit the recommended definitions to the State Department of Education and the Chancellor's Office of the California Community Colleges for their approval, and (5) To determine the range of compatibility between DOT, CID, and Census Codes for each active USOE program in the pilot test area. These training programs will be clustered within the scope of the present USOE master list of 200 occupational programs. The range of appropriate occupational titles from the Industrial/Occupational matrix will be verified for each program cluster.

Methodology: (1) Establish a Project Course Code Advisory Committee, (2) Obtain master list of vocational education programs and codes used by the State in-compiling USOE reports, (3) Obtain from the State Department of Education Vocational Education Section the suggested courses and course descriptions for each vocational education program operating within the pilot test area, (4) Code the above identified courses by existing California Course Codes (CCC), (5) Compile an inventory of existing secondary and adult vocational training programs in the pilot test area indicating appropriate courses which comprise each individual program. Code each course with existing California Course Codes, (6) Compare and analyze "suggested" course structure (1.3) with actual course structure (1.5) and prepare a list of discrepancies, (7) Submit discrepancy list to the Project Course Code Advisory Committee for their suggestions, (8) Prepare a list of alternative California Course Codes and descriptors and verify with the Advisory Committee, (9) Re-code Vocational Education programs in the field test area with "new" California Course Codes, and (10) Submit the final recommendations to the State Department of Education and the Chancellor's Office of California Community Colleges for their approval. Federal funds total 113,018.00.

VTP 1604

Title: CP-616, "Prague FFA Beef Cattle AI Cooperative Laboratory."

Initiator: Clif Troutman  
Institution: Prague High School, Oklahoma  
Sponsor: Oklahoma State Dept. of Vocational and Technical Education, Stillwater  
Duration: July 1, 1974 To June 30, 1975

Objectives: (1) To provide students and young farmers of the community with the opportunity to select quality females, and maintain and improve the quality of the offspring by using superior sires through artificial insemination. (2) To improve the relatively low income realized from beef cattle in the community.

Methodology: To properly establish the Prague FFA Beef Cattle AI Cooperative Laboratory, the following plan of progression is to be followed: (1) Select and purchase superior females. (a) FFA members may cosign 75% and young adult farmers may cosign 25% of the females for breeding. (b) All animals will be individually owned by the FFA member or farmer. (2) Approximately 30 females will be in each group at Prague Fairground facilities. (4 groups per year for 45 days each.) (3) Females will be conditioned for breeding by providing proper rations, vaccinations, etc. (4) Females will be artificially inseminated to superior sires. (5) Females will be kept at the fairgrounds for approximately 21 days after breeding. They will then be moved back to the home farm. (6) The owner will record birth weights and weaning weights of the calves. (7) Any calves (male and female) which members do not keep as herd replacements will be offered to the public at the auction. Weight records are to be furnished on consignments at the scale. Federal funds total \$3,764.00.

VTP 1605

Title: A Comprehensive Project to Develop Individualized Instructional Packages and Other Related Materials, For Georgia Coordinated Vocational Academic Education (CVAE) Students.

Initiator: H. R. Cheshire  
Institution: Georgia Southern College, Statesboro, Georgia  
Sponsor: Georgia State Dept. of

Education, Atlanta

Duration: June 15, 1974 To July 31, 1975

Objectives: (1) To select from available sources those objectives that have direct application to CVAE, (2) To utilize available personnel to develop an appropriate individualized instructional system for CVAE, (3) To organize writing teams for the purpose of preparing instructional packages, (4) To validate all packages in terms of relevance to the stated objective, total content, and utility, (5) To provide for the reproduction of all materials developed as a part of this project.

Methodology: An associate project director will be employed to coordinate project activities. Three laboratory technicians will be employed to: (1) Keep field teachers active with curriculum construction phases; (2) Write and develop learning activities; (3) Review and edit materials; (4) Produce audio-visual aids; and (5) Construct packages. This leadership team will recruit approximately 50 CVAE academic team teachers and/or coordinators committed to preparing the selected units of instruction. Consultants from CESA and the School of Education will be utilized as needed throughout Phase I. Dr. H. R. Cheshire will serve as Project Director and approximately 25% of his time (Georgia Southern College) will be assigned to this project. Federal funds total 153,564.00.

VTP 1606

Title: Evaluation of the Reading Program, General Education Component of the Connecticut Vocational/Technical Schools.

Initiator: Albert Lindia

Institution: Central Connecticut State College, New Britain, Connecticut

Sponsor: Connecticut State Dept. of Education, Hartford

Duration: September 1, 1974 To June 30, 1975

Objectives: To evaluate the effectiveness of the vocational/technical remedial reading program

upon a selected group of students from each of the regional vocational/technical schools in Connecticut, using pre test/post test design.

Methodology: A pre test/post test design will be used to determine the effectiveness of the vocational/technical school reading program. The population to be studied will be stratified according to the results from two readily definable stages, standardized test scores, calculation of reading differences--expectancy vs. achievement. Feedback information will be generated from the data collected and reported for each student by schools as a basis for further participation in the remedial reading program on an individual basis. Federal funds total \$5,222.00.

VTP 1607

Title: Innovative Program for Achieving the Goals of Education in Human Relations and Occupational Competency (Grades 7-Adult).

Initiator: Vandaly L. Hooks

Institution: Owensboro-Daviess County School Systems, Kentucky Vocational Region III, Kentucky

Sponsor: Kentucky State Dept. of Education, Frankfort

Duration: August 15, 1974 To June 30, 1975

Objectives: (1) To demonstrate an understanding of placement (Exploratory investigation placement, educational placement, and part-time, full-time job placement) during a two day training session by identifying and/or selecting business/industrial resources that will cooperatively participate with the educational agency in said described placement involvement. (2) To demonstrate competencies in self-concept development in EPDA work-shop training by selecting appropriate materials for teaching self-concepts to students in their respective classrooms. (3) To devise a questionnaire and conduct a follow-up survey of 1973-74 seniors to determine their attitudes of the needs of the school curriculum based on one year experiences after graduation. (4) To select members for and advisory council from the parents, business/

industrial community, Daviess County Area State Vocational Technical School, and the Division of Guidance Services for the purpose of program development, as documented by correspondence and minutes on file.

Methodology: Selected school personnel from each school district will be given workshop training in Human Relations' goals and Occupational Competency goals' (student placement). One hundred per cent of the teachers involved in workshop training will be expected to become involved in the program. Evaluation of this segment will be based on the number of students involved in these classes and the pre-post evaluation instrument designed to assess students' growth under the two goal statements. Parents of students involved in exploration/investigation placement, the students involved in exploration investigation placement, and the business-industrial person involved in exploration investigation placement will be asked to respond to the effectiveness of this activity as it relates to developing Occupational Competency. A questionnaire designed for this purpose will be used. Federal funds total \$24,304.00.

#### VTP 1608

Title: Developing, Field Testing and Demonstrating the Public Services Cluster Curriculum.

Initiator: Gwinnett County Schools staff

Institution: Gwinnett County Schools, Lawrenceville, Georgia

Sponsor: Georgia State Dept. of Education, Atlanta

Duration: August, 1974 To July, 1977

Objectives: (1) To adopt and adapt the California Public Services Cluster Curriculum to the local vocational program, (2) To fuse at least one public service unit into the PECE program, (3) To offer at least one mini exploratory course from the Public Service field, (4) To develop a year long pre-vocational course for the Public Service Cluster, (5) To

redirect at least half of a teacher's time to the Public Service Cluster, (6) To develop a work experience dimension that would allow the community to serve as the laboratory for this cluster.

Methodology: This essential survey will be conducted during the first 45 days of the project. Students and teachers at North Gwinnett's School will be used in this undertaking. As a result of more extensive needs assessment than the cursory one prepared here the needs of the students will be translated into goal statements which along with the project objectives will determine the direction of the project. The developmental phase will be devoted to developing a complete design for the program and writing the curriculum for the program. The year will be divided into two sections. The first three months will be devoted to placing the entire program on an operational footing. The remainder of the year will be devoted to writing and field testing the program. Federal funds total \$27,953.00.

#### VTP 1609

Title: Research and Development for a State-Wide System of Placement and Follow-Up of Vocational-Technical Education Graduates.

Initiator: To be announced

Institution: State Division of Vocational-Technical Education, Pierre, South Dakota

Sponsor: South Dakota State Division of Vocational-Technical Education, Pierre

Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To develop a vehicle for the flow of information on area school graduates to industry, and the specific needs for and job qualifications of industry to the students, (2) To develop operational requirements for conducting the follow-up system and initiate and test a workable follow-up instrument, (3) To develop a "certificate of program completion" which will identify individual student employment capabilities, and (4) To develop an evaluation device of all area school program offerings as they relate to specific job requirements of industry.



Methodology: The basic plan of action would include the use of consultants in specific areas of expertise to aid in the development of forms, vehicles and various procedures desired. Area school personnel will be involved in intensive in-service training in order for objectives to be carried out. Cooperative efforts will be established between various State and Federal agencies and industrial consultants. A system will be created that could identify job availability, a follow-up system of graduates placed on the job, and an evaluation system of matching occupational classifications to vocational education program offerings.

## VTP 1610

Title: Inservice Training for Oklahoma Counselors to Upgrade Counseling Skills in Career Education and Vocational and Technical Education.

Initiator: James M. Seals

Institution: Oklahoma State University, Stillwater

Sponsor: No data

Duration: July 1, 1974 To December 19, 1975

Objectives: (1) To inculcate a thorough understanding of the implications for counselors in career education and vocational and technical education, (2) To assist counselors in the practical application of new information concerning career education and vocational and technical education, (3) To provide on-the-job supervision and evaluative assistance in the utilization of career education and vocational and technical education, (4) To develop expertise within each participant whereby career education and vocational and technical education can be made definitive, identifiable, continuous and perseverative in Oklahoma schools, (5) To provide accurate data for the purpose of evaluation and future planning, and (6) To assist school counselors in articulating secondary and post-secondary programs and services.

Methodology: The first phase will consist of the development and

organization of 18 hours of televised presentations and 12 hours of related content will be prepared as assignments for workshop participants of the inservice training program. The second phase of the inservice workshop will provide for on-the-job practical application of the new information.

## VTP 1611

Title: Development of a Career Planning Guide for Students.

Initiator: Grant Venn

Institution: Georgia State University, Atlanta

Sponsor: Georgia State Dept. of Education, Atlanta

Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To provide the individual student with a personalized instrument to carry out self-evaluation, (2) To promote self-motivation and individualized approaches to career guidance and planning, (3) To systematize the approach and provide a permanent record for the student of both education and work, (4) To field test the instrument in specific schools in Georgia and to revise the design based on these field tests, and (5) To give specific suggestions on how to get work, whom to get help from and how to plan the process of getting, holding and advancing in the world of work.

Methodology: The overall plan of action would be to design a student planning book for grades 7 through 12. The forms and specific designs will be developed with teachers, parents, students and will be tested in the schools in Georgia. This approach is used as the best way to develop a specific instrument, to test it and to assess its value in terms of user reaction. As the project develops and is field tested and reviewed, a panel of experts will be invited to review the format and to make suggestions.

## VTP 1612

Title: A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Follow-Up.



Initiator: Charles W. Dayton  
Institution: American Institutes for Research, Palo Alto, California  
Sponsor: No data  
Duration: June 1, 1974 To November 30, 1975

Objectives: To improve the skills of professionals and support personnel in: utilizing employment information; providing job placement and student follow-up services; and developing components of comprehensive systems of guidance, counseling, placement, and follow-up.

Methodology: A national survey will be conducted to identify other staff development packages around the nation which would fit into the model. The prototype will be applied and field tested first with State personnel, and then building on their experience and expertise, in two school districts within the State. A reputable evaluative research technique employing a time-series design will be used in each of the three field tests. Information about the training and results of the projects will be disseminated throughout the nation. Finally, a concept paper will be written to recommend an extension of the training and process to other States.

#### VTP 1613

Title: Assessing and Field Testing Career Planning and Development Approaches for Adults: Focus on Ethnic Minorities and Women.

Initiator: Joseph C. Bellenger  
Institution: San Jose Unified School District, California  
Sponsor: No data  
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To identify through a nationwide search involving survey research techniques, viable career guidance, counseling, placement, and follow-up approaches which are being used with adult populations, (2) To implement and field test using evaluative research methodology, three of these approaches in an effort to design prototype materials to meet the needs

of ethnic minority and women adults, (3) To disseminate locally, statewide, and nationally a catalog of viable adult career guidance counseling, placement, and follow-up approaches.

Methodology: MAEP will subcontract with the American Institutes for Research to capitalize on its survey research capabilities to survey the nation for viable adult-oriented career guidance, counseling, placement, and follow-up approaches, and to catalog the findings in a manner which will be useful to MAEP, the state and the nation. MAEP will then identify the most prevalent career planning and development needs of their ethnic minority and women participants and adapt three appropriate approaches identified in the AIR search to fulfill these needs. Using evaluative research methodology, the implementation of these approaches will be attempted in three different MAEP field test sites, and a manual to facilitate subsequent implementations by persons using this projects' resources will be produced.

#### VTP 1614

Title: Project ACT-Awareness, Careers, and Transition.

Initiator: Alan R. Campbell  
Institution: Dexter Regional Vocational-Technical Center, Maine  
Sponsor: No data  
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To develop self-understanding, which includes a person's relationship to his own characteristics and perceptions and his relationship to others and the environment, (2) To develop understandings of the work society and those factors that affect its constant change, (3) To develop awareness of the part leisure time may play in a person's life, (4) To develop understanding of the necessity for and the multitude of factors to be considered in career planning, and (5) To develop understanding of the information and skills necessary to achieve self-fulfillment in work and leisure.

Methodology: The project will focus on junior and senior high students to provide them with the opportunity to

develop a comprehensive set of personal values upon which he can rely when making career plans and decisions. To accomplish such development, this project's major purpose is to develop materials and procedures to deliver improved career guidance in a rurally isolated area. A follow-up survey will be conducted using the class of 1974 to gather opinion and enumerative data regarding job placement, guidance, counseling, curriculum, and work success.

VTP 1615

Title: Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-up for Selected Target Groups.

Initiator: To be named

Institution: Indiana State Board of Vocational and Technical Education, Indianapolis, Indiana

Sponsor: No data

Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To develop under the direction and supervision of the State Board of Vocational and Technical Education a coordinated system for researching and implementing the project and for disseminating the products, (2) To identify effective concepts and practices in placement services and incorporate these into pre and in-service training of local personnel to implement local placement and follow-up efforts, (3) To develop and implement effective techniques for follow-up of vocational graduates, secondary and post-secondary drop-outs, and non-vocational secondary graduates, and (4) To provide a transportable cost-effectiveness approach to program planning, evaluation, and budgeting which can be implemented at the local administrative level.

Methodology: The plan of action consists of developing a comprehensive model coordinated by a statewide, multi-leveled system for guidance, counseling, placement and follow-up as established by the State Board. The role of the master project will lie in researching, implementing, monitoring, evaluating,

disseminating, handling monies, and coordinating all aspects of the total project. Supportive contracts will be funded which are designed to insure achievement of the project's objectives.

VTP 1616

Title: Procedure for Planning and Evaluating Senior, High School Vocational Education Programs: A Local-State System.

Initiator: William E. Stock

Institution: Minnesota State Dept. of Education, St. Paul

Sponsor: Minnesota State Dept. of Education, St. Paul

Duration: June 30, 1974 To September 30, 1975

Objectives: (1) To develop and test a list of tasks which must be performed in order to operate an effective system of career guidance and placement and then implement and supervise the implementation of these tasks in selected on-going senior high school vocational programs, (2) To obtain base line data for a local program by conducting (a) a survey of occupational needs of students, (b) a follow-up of former high school graduates, and (c) a local manpower survey (and/or obtain data on manpower demand which may already exist), and (3) To develop a set of instruments (process and product) to measure the effectiveness of the career education instruction, guidance, and placement activities.

Methodology: The development of four experimental schools to try-out a comprehensive system of providing career education services to senior high school students within a total system for local program planning and evaluation, provides the best vehicle for addressing the general problem of evaluating senior high school vocational education programs. It is anticipated that comparable control schools (schools having no formal placement program) will be selected after the experimental schools have been identified so that meaningful comparisons can be made between experimental and control schools based on comparable follow-up data.

A handbook which describes the task and means to accomplish each task as it relates to operating an effective system of career guidance and placement will be an end product.

VTP 1617

Title: The New Hampshire Model for Vocational Guidance, Counseling, Placement and Follow-up Services.

Initiator: Richard A. Gustafson

Institution: Keene State College, New Hampshire 03431

Sponsor: No data

Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To develop, test, and implement, with broad state-wide involvement, the New Hampshire model in guidance, counseling, placement and follow-up services to be used in the 20 area vocational centers, and (2) To develop, test, and package the professional development training needed to provide the skills necessary to implement and operate the New Hampshire model.

Methodology: A task force of up to ten individuals will be appointed to define the elements required to deliver a comprehensive career counseling service. They will identify, acquire, evaluate, and select those materials which may be appropriate for the development of the New Hampshire model. The project staff, with the assistance of the task force, will draft the New Hampshire handbook for guidance, counseling, placement and follow-up services for pilot testing in two area vocational centers in the State. The task force will then define the staff development activities and the content required to prepare professionals to implement a comprehensive guidance, counseling, placement and follow-up system in area vocational centers. The project staff will develop the inservice training materials designed to improve the skills of professionals and support personnel. The handbook, as designed, will give the State of New Hampshire a tried and tested model of vocational guidance, placement and follow-up services for its 20 area

vocational centers.

VTP 1618

Title: A Unified School-Community Approach to Remodel Guidance Services and Expand Next Step Placement and Follow-up.

Initiator: Jim Dasher

Institution: Arkansas Dept. of Education, Little Rock

Sponsor: Arkansas Dept. of Education, Little Rock

Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To set up a model school-community based program in guidance, counseling, placement, and follow-up services in selected schools in Arkansas, (2) To have students in grades 7-12 respond favorably to the expanded group and individual guidance services as indicated by a feedback questionnaire, (3) To demonstrate by the percent of students placed in a job or further education preparation, the ability of the project team, in conjunction with other school and community personnel, (4) To demonstrate the ability of the project team to provide follow-up services to students who have exited as indicated by the percent of exiting students contacted and served, and (5) To have the community demonstrate interest in fulfilling student needs as indicated by the amount of involvement with the school.

Methodology: To develop model comprehensive secondary guidance and counseling programs by inviting all eligible schools to submit applications for participation in the project. In each participating school, a local project director will be employed, and a project team identified. By the end of the project, each participating school will have a model plan action with recommendations for implementation.

VTP 1619

Title: Supportive Vocational Education Thrusts in Career Development Delivery System, Pre-Postsecondary Career Development, and 5-Year Follow-up System.

Initiator: Bvri R. Shoemaker  
Institution: Ohio State Dept. of Education, Columbus  
Sponsor: Ohio State Dept. of Education, Columbus  
Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To monitor and manage a continuing model of Statewide Delivery System of Career Education in adaptive curriculum development work for incorporating into every career education site in Ohio new techniques and materials emerging from various state and national career education efforts, (2) To expand a pre-postsecondary program model of instruction in the fields of Business Administration, Engineering, Health Occupations and Social Science for high school students which will be compatible with high school graduation and provide experiences related to post-secondary education toward achievement of a para-professional or professional goal, and (3) To study feasibility of a 5-year follow-up of vocational education graduates through utilization of Social Security data and income tax data.

Methodology: To complete the staffing of the Career Development Service; to extend pre-post secondary instruction to additional pre-postsecondary students and sites; and to study the feasibility and make pilot run of follow-up information with the Social Security Administration and the Internal Revenue Service. Evaluation will be conducted by a third party. A planned program budgeting, and management system will be developed for implementing Career Development in the grades K-10; a new experiential methodology will be developed for pre-postsecondary students in grades 11 and 12; and a low-cost computerized 5-year follow-up system will be produced.

## VTP 1620

Title: DISCOVER: A Computer-Based Career Guidance and Counselor-

Administrative Support System.

Initiator: Jo Ann Harris  
Institution: Northern Illinois University, DeKalb, Illinois  
Sponsor: No data  
Duration: June 15, 1974 To August 15, 1975

Objectives: (1) To design an interactive computer-based guidance system which facilitates the stages of an individual's career development, (2) To design an interactive counselor-support system which will relieve the counselor of information retrieval and processing functions, (3) To design an interactive administrative system for use in educational settings, and (4) To provide a package of support services and materials which will facilitate the optimum use of the system.

Methodology: Computer-based guidance systems is already well into development and can be completed and ready for nationwide distribution to schools and other institutions by spring, 1976. Only the budget for the guidance half of the development is being funded here. This project provides an alternative and comprehensive delivery system for sequential, developmental career guidance for individuals from grade 7-12. A computer-based system that will serve students, counselors, and administrators in the educational setting by making maximum use of common data files, softwares, and terminal equipment. The system will be cost-feasible and transportable.

## VTP 1621

Title: Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System.

Initiator: Merle E. Strong  
Institution: Board of Regents of the University of Wisconsin System, Madison  
Sponsor: No data  
Duration: June 25, 1974 To September 25, 1975

Objectives: (1) To generate a "data base" for future planning and development by identifying the present level of placement; involvement of various agencies; guidance activities or

ervices; new services not currently provided; existing or new "agencies"; and the "cost" associated with providing or using placement and related guidance services, and (2) To develop a model for the "coordinated, comprehensive placement system" by interpreting the research data generated by the study, developing and testing a prototype model to provide actual experience which will be utilized in final model development.

Methodology: Two major phases: A research phase, involving surveys of literature and other programs and activities of a related nature, to establish the necessary data base for further planning and a development phase, involving necessary interpretation of the data, the generation of the model and the field testing of the "prototype" model under actual conditions. To aid in accomplishing these tasks, a jury of experts will be involved in decision making relative to the framework of the placement system. In addition, an advisory committee will be formed to assist the project staff in the research study and evaluation of the project.

#### VTP 1622

Title: A Needs Based Vocational Guidance Program.

Initiator: James E. Bottoms

Institution: Georgia State Dept. of Education, Atlanta

Sponsor: Georgia State Dept. of Education, Atlanta

Duration: June 25, 1975 To December 25, 1975

Objectives: (1) To develop the capacity to plan educational/guidance programs based on student needs, (2) To plan and design a guidance delivery system that will enable schools to meet the career development needs, (3) To design and develop training packages that will enable the local guidance team to acquire the appropriate competencies, (4) To try out the total delivery system in Georgia school systems that have a student body comparable to a variety of schools across the nation, and

(5) To emphasize in all aspects of this emerging program the facilitation of career/vocational planning for students at grades seven through twelve.

Methodology: The project will be developed in six phases -- start-up, needs assessment, program planning and development, field testing and piloting, preparation of staff, and implementation. It is anticipated that the first five phases will require the initial eighteen project months to develop, test the concept, and validate the materials. The implementation phase will actually occur after this grant has expired. A published kit, enabling individual school systems to operate a total career/vocational guidance program, will be available for national distribution.

#### VTP 1623

Title: Validation of Assessment Measures for Use With Disadvantaged Enrollees in Occupational Training Programs.

Initiator: Benjamin Shimberg

Institution: Educational Testing Service, Princeton, New Jersey

Sponsor: No data

Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To assess the capabilities, interests, attitudes, and motivations of students with respect to themselves and to their job finding and job holding skills, and (2) To devise measures to assess short and long term behavioral outcomes that can be used to define program effectiveness.

Methodology: The ETS staff and Opportunities Industrialization Centers of America (OIC) will collaborate in the preparation of a variety of guides and manuals relating to the administration, scoring and interpretation of results obtained from the use of various instruments. As its contribution to the project, OIC will provide existing staff to administer the tests and to collect followup data. The group to be tested and followed up longitudinally will be enrollees in the OIC program. Responses to the criterion questionnaires will be coded by trained analysts and all data will be key punched and verified for analysis by computer. The questionnaire will be factor analyzed to ascertain



whether the dimensions that have been identified in previous studies hold up and criterion factor scores will be computed for the "best" of the criterion dimensions.

VTP 1624

Title: Operational Blueprint for Health Careers Education and Training Program.

Initiator: Patricia Tompkins

Institution: D.C. Public Schools, Dept. of Career Development, Washington, D.C.

Sponsor: No data

Duration: June 25, 1974 To December 25, 1975

Objectives: (1) To develop an operational blueprint for the implementation of a comprehensive multi-level Health Career Education and Training Program for the District of Columbia, and (2) To organize a cooperative body to plan, coordinate, evaluate and monitor health occupations education and training in the District of Columbia.

Methodology: Collect data of current and projected health service and health manpower needs in order to develop a data bank of existing and potential training programs in the area of health occupations. Compile a profile of the student population to be served for career counseling and guidance. Finally the implementation of a Health Careers Education and Training Program in the D.C. Public Schools. On completion of this project it is expected that the primary outcome will be an Operational Blueprint for the implementation of a comprehensive Health Careers Education and Training Program.

Objectives: (1) To develop a Career and Educational Information Center, (2) To utilize the center by involving students, teachers and counselors in career-related activities, (3) To develop supplementary and enriching materials for the majority of school disciplines which will tie the subject area with career investigations, (4) To develop a placement service component which can involve all students in the target schools, and (5) To develop a follow-up component which will point up the needs in career education and the entire educational program.

Methodology: To promote a major reemphasis in the role of the secondary counselor in the Boise Public Schools. This center would be portable in nature so that it could serve the needs of several buildings. It would contain audiovisual equipment, audiovisual materials, printed materials, work space, and research help. To help insure the Career Center's usability in the classroom situation, counselors, teachers and specialists will also develop curriculum activities which will correlate these materials and the subject matter being studied in all areas of the curriculum. The primary intents of the placement portion of this project is to place students and school learners in jobs of occupational significance and to involve both public and private agencies in a cooperative effort with the schools designed to involve the total community in the placement of students.

VTP 1625

Title: Guidance, Counseling, Placement and Followup Services Project.

Initiator: George H. Washburn

Institution: The Independent School District of Boise City, Idaho

Sponsor: No data

Duration: January 1, 1974 To November 30, 1975

## STATE VOCATIONAL EDUCATION RESEARCH OFFICES DIRECTORY

## ALABAMA

Mr. Douglas Patterson  
Supervisor, Research and Evaluation  
868 State Office Building  
Montgomery, AL 36104  
(205) 269-7016

## ALASKA

Mr. Louis D. Riddle, Director  
Division of Vocational and Adult Education  
Department of Education  
Pouch F - Alaska Office Building  
Juneau, AK 99801  
(907) 586-6330

## ARIZONA

Dr. Sid Borchert, Director  
Research Coordinating Unit  
State Department of Education  
1535 West Jefferson  
Phoenix, AZ 85007  
(602) 271-5392

## ARKANSAS

Dr. Jack D. Nichols, Director  
Research Coordinating Unit  
State Department of Education  
Arch Ford Education Center  
Little Rock, AR 72201  
(501) 371-1855

## CALIFORNIA

Mr. Roland M. Boldt  
Chief, Program Services Section  
State Department of Education  
721 Capitol Mall  
Sacramento, CA 95814  
(916) 445-8758

## COLORADO

Dr. Robert F. Barnes  
Director, Research Coordinating Unit  
State Board for Community Colleges and  
Occupational Education  
207 State Service Building  
Denver, CO 80302  
(303) 892-3071

## CONNECTICUT

Dr. Herbert Righthand & Mr. Richard C. Wilson  
Co-Directors, Research and Planning Unit  
Division of Vocational Education  
Connecticut State Department of Education  
P. O. Box 2219  
Hartford, CT 06115  
(203) 566-3008 or 566-3430

## DELAWARE

Dr. Burton Braverman  
Supervisor, Curriculum and Research  
Department of Public Instruction  
John G. Townsend Building  
Dover, DE 19901  
(302) 678-4681

## DISTRICT OF COLUMBIA

Dr. Paul E. Cawein  
Assistant Superintendent  
D. C. Public Schools  
415 - 12th Street, N.W.  
Washington, DC 20004  
(202) 737-5298

## FLORIDA

Dr. Kenneth M. Eaddy  
Chief, Bureau of Vocational Research/Evaluation  
Room 258, Knott Building  
Tallahassee, FL 32304  
(904) 488-3995

## GEORGIA

Mr. Paul C. Scott, Director  
Occupational Research Coordinating Unit  
State Department of Education  
Atlanta, GA 30334  
(404) 656-2429

## HAWAII

Mrs. Sybil Kyi  
Coordinator for Research and Development  
University of Hawaii  
2327 Dole Street  
Honolulu, HI 96822  
(808) 948-7461

## IDAHO

Mr. Kenneth E. Hanson  
Research Supervisor  
State Department of Vocational Education  
506 North 5th Street  
Boise, ID 83720  
(208) 384-3210

## ILLINOIS

Dr. Ronald D. McCage  
Coordinator, Research and Development Unit  
Vocational and Technical Education Division  
1035 Outer Park Drive  
Springfield, IL 62706  
(217) 782-4620

## INDIANA

Miss Carol Ann Hodgson, Coordinator  
Research Coordinating Unit  
State Department of Education  
1012 State Office Building  
Indianapolis, IN 46204  
(317) 633-4841

## IOWA

Dr. Kenneth M. Wold  
Chief, Support Services  
Career Education Division  
Department of Public Instruction  
State Office Building  
Des Moines, IA 50319  
(515) 281-5334

## MINNESOTA

Dr. Jerome Moss, Jr.  
Director, Research Coordinating Unit  
145 Peik Hall  
University of Minnesota  
Minneapolis, MN 55455  
(612) 373-7789

## MISSISSIPPI

Dr. James Wall and Dr. James Shill  
Co-Directors, Research Coordinating Unit  
for Vocational-Technical Education  
Drawer DX  
Mississippi State, MS 39762  
(601) 325-2510

Mr. Harold McMinn, Coordinator  
Research, Curricula, and Teacher Training  
Division of Vocational Education  
State Department of Education  
P. O. Box 771  
Jackson, MS 39205  
(601) 354-6819

## MISSOURI

Mr. Glenn W. White  
Director, Research Coordinating Unit  
State Department of Education  
P. O. Box 480  
Jefferson City, MO 65101  
(314) 751-2661

## MONTANA

Dr. Robert Lehman, Acting Director  
Research, Planning, Development and Evaluation  
Office of the Superintendent of Public Instruction  
Helena, MT 59601  
(406) 449-3693

## NEBRASKA

Mr. Elton B. Mendenhall, Director, Research  
Coordinating Unit for Vocational Education  
Box 33, Henzlik Hall  
University of Nebraska  
Lincoln, NE 68508  
(402) 472-3337

## NEVADA

Dr. Jake Huber, Coordinator and Director  
Research Coordinating Unit  
College of Education Building, Room 201  
University of Nevada  
Reno, NV 89507  
(702) 784-4921

## NEW HAMPSHIRE

Miss Gloria Cooper, Director  
Research Coordinating Unit  
State Department of Education  
105 Loudon Road  
Concord, NH 03301  
(603) 271-3276

## KANSAS

Mr. Wilbur Rawson, State Director of  
Exemplary and Special Needs Program  
State Department of Education  
Division of Vocational Education  
120 East 10th Street  
Topeka, KS 66612  
(913) 296-3346

## KENTUCKY

Dr. Robert Schneider  
Director, Resources Development Unit  
Capitol Plaza Tower  
Frankfort, KY 40601  
(502) 564-3096

## LOUISIANA

Dr. Gertrude Enloe  
Director, Research Coordinating Unit  
State Department of Education  
P. O. Box 44064  
Baton Rouge, LA 70804  
(504) 389-6629

## MAINE

Dr. Charles Ryan  
Director, Research Coordinating Unit  
Bureau of Vocational Education,  
Department of Educational & Cultural Services  
Augusta, Maine 04330  
(207) 289-2621

## MARYLAND

Mr. Marimus A. Kip, Director, RCU  
for Vocational-Technical Education  
P. O. Box 8717  
Friendship Airport  
Baltimore, MD 21240  
(301) 796-8300, Ext. 323

## MASSACHUSETTS

Mr. Jack Sweeney  
Director, Research Coordinating Unit  
State Department of Education  
Division of Occupational Education  
182 Tremont Street  
Boston, MA 02111  
(617) 727-5730

## MICHIGAN

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State Education Department, Room 468  
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Research, Survey, Evaluation and Exemplary  
Programs  
Division of Vocational Education  
Department of Education  
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Columbus, OH 43215  
(614) 466-2095

**OKLAHOMA**

Dr. William D. Frazier  
Director, Research Coordinating Unit  
State Department of Vocational-Technical  
Education  
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Stillwater, OK 74074  
(405) 377-2000, Extension 283

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Career Education Division  
Oregon Board of Education  
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(503) 378-3597

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P. O. Box 911  
Harrisburg, PA 17111  
(717) 787-4865

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Mrs. Jacqueline F. Nelson  
Consultant, Vocational Education  
Roger Williams Building  
Providence, Rhode Island 02908  
(401) 277-2691

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Mr. Gregory Morrison, State Supervisor  
Research Coordinating Unit  
Office of Vocational Education  
904 Rutledge Building  
1429 Senate Street  
Columbia, SC 29201  
(803) 758-2358

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222 West Pleasant Drive  
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University of Tennessee  
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State Board of Education  
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Mr. George P. Pilant  
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216 Old Capitol Building  
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The Community College of American Samoa  
Pago Pago, American Samoa PI 96920

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Director, Vocational and Technical Education  
Department of Education  
P. O. Box 630  
St. Thomas, VI 00801  
(809) 774-5481

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Dr. Vidal Velez  
Director, Research Coordinating Unit  
Department of Education  
Box 759  
Hato Rey, PR 00919  
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